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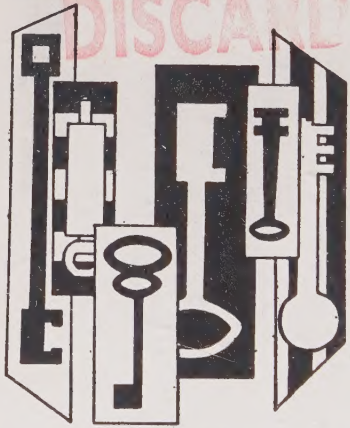
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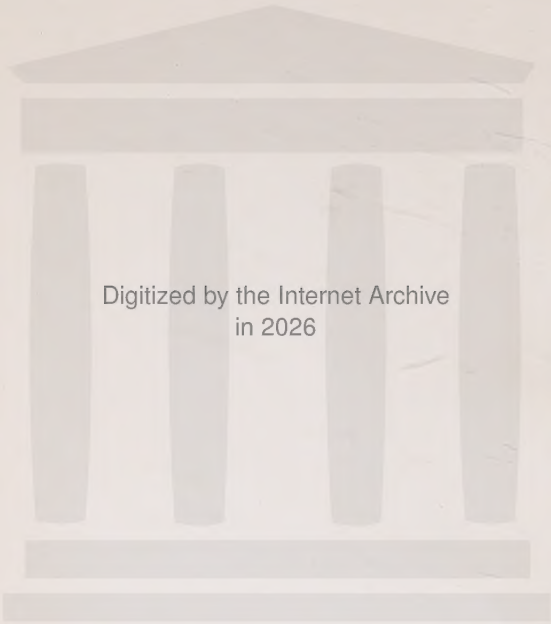
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Kindergarten-Primary Activities Based on Community Life

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KINDERGARTEN-PRIMARY ACTIVITIES BASED ON COMMUNITY LIFE

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PREFACE

The material presented in this volume represents some of the concrete units of activity which have been developed under the direction of the Teachers College of Kansas City by the students in the practice-teaching centers and by graduates in their probationary year of teaching.

Numerous requests have come from time to time, from visitors and from teachers in the field, for descriptions of various activities which have been carried to completion under the supervision of the Kindergarten-Primary Department of the College. The following chapters are an attempt to meet, at least in a small way, these requests.

It is impossible to give due acknowledgment to all those who have been instrumental in shaping the theory and practice involved in the units of work herein described.

Special acknowledgment is due the students in our training classes who through class discussions, making of plans, and actual practice in the training centers have

made possible many of the activities described.

We would appreciatively remember the critic teachers who so painstakingly guided and assisted the students in certain practice-teaching centers in the working out of these activities.

Further acknowledgment is due the probationary students who in their first year of teaching in the elementary schools of Kansas City have also contributed material contained in the publication.

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KINDERGARTEN-PRIMARY ACTIVITIES BASED ON COMMUNITY LIFE

COLUMBIA, MO.

CHAPTER I

SELECTION OF THE CURRICULUM OR UNITS OF ACTIVITY

It seems to be the consensus of opinion that many of the misfits of adult life to-day are traceable to the lack of a wholesome environment and proper guidance during the early years of childhood. The child who fails to develop into the desirable adult citizen is often the one who has not been led to an understanding and appreciation of social relationships and individual responsibilities which are necessary in the development of an all-round, efficient, adult member of society.

In our schools millions of children are being prepared to meet the problems of industrial, social, and political life. These problems are becoming increasingly great. They are revealed by indifference to matters

of public concern and by lack of trained citizenship to deal with collective affairs. The vast majority of the American people rarely deliberate—impulse rather than critical judgment is most often made the basis for decision. The responsibility of the school is great in bringing children to a progressive understanding of their responsibility for social progress and of the problems and institutions of our social life. All through his school life the child should be given opportunities to reproduce the life about him, to develop right attitudes of understanding and tolerance, to perfect habits of right conduct, and to give expression to his creative powers.

The individual is by nature a social being. He becomes an individual in the best sense of the word through participation in the life about him. Through this participation he appropriates the modes of behavior he sees going on about him and thus grows into an understanding and appreciation of society.

The school should furnish many and varied

social situations through which the child may become a participant in social life. Teachers should select and supply those experiences which will furnish the most intelligent understanding of life in the social group. These experiences should vary to meet the needs and interests of the child at various age levels of development as well as to meet changing social conditions.

The means of bringing together these worth-while social experiences for the development of the child is the curriculum. It is the agency through which the natural tendencies of the child receive stimulation. It gives selective direction to that activity which will fit him to meet in one way or another the demands of society.

In judging the worth of any type of experience or activity used in classroom instruction one must keep in mind two clearly defined principles: (1) The activity or experience must meet the needs of society. (2) It must be adapted to the maturity of

the child. Expert analysis, therefore, must be made of the activities of adults and of the activities and interests of children. Rugg says that data from adult life are significant in determining what is of permanent value; the data from child life are of value in determining what is appropriate for education in each stage of the child's development.

The first principle stated—namely, that the curriculum must meet the needs of society—implies the analysis of the social activities and needs of society at large, of specific units of society, and of individual interests in particular. As has been said before, in this analysis of social needs we find great variation. History reveals decided changes which have taken place from time to time in the social life of our nation, with their accompanying influence on the content of the curriculum. There has been, however, throughout American history a wide gap between the needs of American life and the content of the curriculum.

From the first, American life moved with great force. In one hundred years descendants of the colonists had subdued the great area of the United States. The urge behind this movement was economic—the trade of the West. The frontier moved westward at the rate of thirty miles a year. With the establishment of railroads and canals the trade boom began. The continent once spanned, the filling-in process followed. Large cities sprang up, and the urbanization of the people resulted in a loss of community spirit. The period of exploitation was succeeded by one of competition, with its accompanying standardization of products and integration of industries. The age of big business dawned.

Unmoved by all this great economic advance in American life, with the many social needs and problems which accompanied this progress, the school, as it were, has stood aloof. The first American school was fostered by the early Puritans as a great per-

petuating and conserving force of things of the past. The narrow formal curriculum, based upon the three R's, long held sway in our schools. With the growth of industrialism, new subjects were added with continued emphasis on the social skills. Efficiency became the keynote of practice. Drill was overemphasized. Satisfied with this maintenance of an idealism aloof from practical life, the school has ignored the problems of family, neighborhood, and community life, the national problems of immigration, assimilation, employment, and world problems, economic and social.

A new understanding of our complex society is necessitated. The curriculum must meet these variations in social needs. The objective must be not only conserving and passing on the social heritage, but preparing each individual through intelligent understanding and participation to make a contribution to this heritage.

Great variation is again found in the social

life and needs of different communities. The child in the crowded tenement district of the city is not particularly interested in, neither does he always feel an immediate need for, knowledge and understanding of the social life the child on the farm enjoys. Food supply to the average city child means the grocer, the huckster, and perhaps the city market. Milk to him comes from bottles; and, as one child expressed it, "Tomatoes grow in baskets." On the other hand, the interdependence of units of community life and the intricate, busy life of the city have little significance for the child on the farm.

It is the responsibility of the school, however, not only to lead the child to a better understanding and appreciation of the life immediately about him, but at the same time to seek to enlarge and enrich his knowledge of society at large. This should be done in accordance with the child's power of development.

Finally, the variation in the social needs of the individual should be considered. Environmental conditions are so varied as to make the individual social needs of any group far from homogeneous. For example, the child from the well-to-do home often enjoys many and varied experiences and is surrounded with educative materials conducive to a well-rounded development. He is often, however, not guided into a proper understanding and appreciation of the relationships and experiences he enjoys. He is not encouraged to use his environmental equipment for investigation and expression. In contrast to this there is the child of limited environmental experience and equipment, with whom the problem becomes one of supplying both the information and experience as well as skillfully guiding him into the proper use of his environmental equipment.

The recognition of the variation in social needs both individually and collectively lays

a heavy task upon the school. It must minister to the child as an individual and at the same time help him to get control of those forms of communication and types of behavior which are necessary for life in a social group. To accomplish these aims, one must have a plastic curriculum—a curriculum subject to change and taken from life situations or the social experiences of the group.

In the kindergarten-primary curriculum these experiences seem readily to group themselves around large units which involve activities and relationships rather typical of life situations. Here through the work with materials, dramatic play, and informational reading the child acquires the meaning of these social relationships. Need for the social skills is also felt, and a dynamic incentive is thus offered for the mastery of the fundamental processes.

In the selection of these units of activity the question of comparative values becomes

important. Only those should be selected which seem to offer opportunities for the development of important attitudes and appreciations as well as an understanding of the important institutions and relationships of life. In the carrying out of these centers of interest a place should be provided for the conventional social skills, which have played a large part in the curriculum making of the past.

The selection of a curriculum, however, cannot be determined without a careful consideration of the second principle—adaptation to child maturity. Careful thought reveals the fact that not only has there existed a great gap between social needs and the curriculum, but the curriculum and the child's interests, capacities, and tendencies have been unadjusted to each other. Too often school practice has imposed adult forms of thought, feeling, and behavior upon children.

From the modern educational viewpoint

childhood and adulthood should be one continuous development. Each stage in this development should be recognized as possessing a character and quality all its own. Each step should leave the individual better prepared for the next. A properly constructed curriculum takes into consideration the special character of each level of development and the necessity of adjusting the work of the various levels to make for an all-round continuous development of the individual.

The child entering school at any stage of development brings with him a certain readiness for learning. Two factors determine this readiness: native endowment or capacity and training or experience.

In speaking of the influence of training and experience Dynes says: "A child can see in any person, object, social group, or situation only what his personal experience brings him the power of seeing. It is impossible for the child to understand and

appreciate the abstract, the unknown, the society of other communities and countries, the significance of the past, until he first has some conception of the immediate life about him."[1]

The child upon entering school has a certain conception of life and social relations, which, as has been said, is determined by his mental age and environment. It becomes the duty of the school to supply experiences and activities which will take the child where he is, at the level of his past training and experience, and further enrich and extend his development, at the rate determined by his mental capacity.

In supplying units of activity to meet these individual needs certain innate tendencies or characteristics of children at various age levels should be considered. Psychology has shown us that certain normal instincts and interests manifest themselves at various stages in the child's development which

[1]Dynes, Sarah A., *Socializing the Child*. Silver, Burdett and Company.

determine in a large way certain responses and actions. It is important to observe these responses to determine not only what they mean to the individual child in terms of his own development, but also to enable one to lead the child to a more intelligent social adjustment.

One characteristic of childhood which should be utilized in the educative process is that of curiosity. The world is full of interesting things which the child is eager to explore and investigate. "The little child comes running to school pushed by curiosity, energized by feeling, tingling with response to the life about him, and reveling in images of past experience, but the teacher discards these sharp-edged tools which make early workmanship easy, and substitutes dull drill."[1]

The curiosity of the kindergarten-first-grade child seems to be confined to the world immediately about him—the home

[1]Gesell, Arnold, *The Pre-School Child.* Houghton Mifflin Company.

and the units of community life which have a close relationship to the home. By means of questions and manipulation the child is trying to ascertain the "why," "what," and "what for" of his objective environment. As the child develops, curiosity is still the motive power for much acquisition of knowledge about concrete physical realities, but it includes investigation of more remote and complex situations.

Among children another tendency of educative value is imitation. King in his *Psychology of Child Development* explains imitation as a socializing process—the imitative activities of the child are his efforts to define his experiences, to render them more definite and meaningful. The emphasis is not on the act, but on the attainment of a certain experience. "To society everything the child does as it gradually comes to maturity is an imitation of the more adequate activity of an older member of society. He

is constantly copying the customs, activities, notions, etc., that surround him. The behavior of other persons furnishes the stimuli to action, and through the imitative activity the child defines a new experience."[1] In this way, it seems, the child is able to lay hold on social values. How important, then, that the curriculum provide opportunity for this reproducing, on the part of the child, of the life about him!

Closely allied to this desire to investigate and reproduce the life about one is the desire to create or express in concrete form the feelings and ideas evolved from these experiences. This creative instinct or desire is found in varying degrees in all individuals. The development depends upon the environment provided. A wealth of materials for constructive purposes should be supplied. Likewise all creative tendencies and efforts in music, art, and literature should be en-

[1]King, Irving, *The Psychology of Child Development.* University of Chicago Press.

couraged and nurtured. The joy of expression and creation should not be denied any child.

The collecting tendency in children can be utilized to great advantage in schoolroom practice. When the child is encouraged in his interest in collecting, splendid nature corners and museums often take form. The exercise of this innate tendency enlarges and enriches the experience of the child, quickens his powers of observation, and increases his fund of information and knowledge. In this way the child not only makes a valuable contribution to his own development, but at the same time enriches the experience of the group of which he is a member.

Enough has been said to show the value both to society and to the individual of incorporating in our school program units of work which are of paramount interest to the child at each successive stage of development and which at the same time offer opportunities for leading him into a better

understanding and appreciation of the life about him—in other words, helping him to live more fully and happily from day to day.

It is hoped that the units of activity submitted in this volume meet the two principles discussed as a basis for curriculum selection. The interest of the child in his immediate surroundings was carefully noted. For example, the interest of the kindergarten-first-grade child in the home and the immediate community was utilized. The tendency to investigate was cared for through excursions, pictures, work with materials, and collecting. Opportunity for the child to reproduce these experiences was provided for in dramatic play and constructive activities. The tendency to create found expression in the work with materials, in poems, and in music.

An earnest attempt was also made to meet the social needs of the respective groups. Wholesome home and community relationships were emphasized, the coöperation and interdependence of home and

community life were dwelt upon, opportunities for clear thinking and problem solving were amply provided, and an attitude of tolerance and helpfulness one toward another was experienced. In short, these units seemed to represent a type of miniature society or group life wherein opportunity was offered for the establishment of desirable social habits and courtesies as well as for building up desirable social attitudes, appreciations, and understandings.

Questions and Exercises

1. How may one justify the present emphasis upon early education?

2. Kilpatrick says that our changing civilization demands that the school become a place where life, real experiencing, goes on. In view of this statement what outcomes in knowledge, habits, and attitudes should we expect?

3. State the reasons for the existence of the wide gap between the needs of American life and the school curriculum.

4. Upon what conditions are primary, associate, and concomitant learnings dependent?

5. In order to meet these conditions, of what should the curriculum consist?

6. How may the instinctive tendencies of the child be given educational direction?

7. How far should education be of the mass type and how far should it be modified to take care of individual differences?

8. Observe a group of children for several days. Note the occasions in which their activity is directed by (*a*) curiosity, (*b*) imitation, (*c*) the desire to create.

9. What is the value of creative expression to the child? Suggest conditions which foster creative expression.

10. Defend or attack the principles underlying the selection of units of work as stated in Chapter III of *Curriculum Making in an Elementary School*, by the Lincoln Elementary School Staff.

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CHAPTER II

OBJECTIVES TO BE REALIZED

The teacher should be familiar not only with the principles underlying the basis of selection of subject matter, but also with certain specific objectives which one may reasonably expect to be realized through a curriculum based on the social studies. Among these objectives the following seem outstanding: to give the child an understanding of how people live and get along together and to inculcate in him lines of conduct which will make for better citizenship; to enable the child to understand that people are interdependent; to give the child a feeling that there is a past.

One of the significant objectives of a curriculum based on the social studies is to give the child an understanding of how people live and get along together. During the first years of the child's life he may be termed

a "little individual." He relates everything to self. His experiences are very limited. He knows only a small group—the family, including later the school group. His thinking differs from that of the adult in that he thinks with things rather than in the abstract. He is interested in immediate results, not remote ones. His problems are simple, not complex. "The child's world is a world of people and things—not facts and laws,"[1] says Dewey.

It is through the concrete, small-group approach that the child is enabled to gain an understanding of how people get along together. His group consciousness is also enlarged. He is able to see how one group helps another, and he begins to feel his responsibility as a member of the group working toward the welfare of the group. The child who has "found himself" as a member of a social group is able to enjoy doing things with others, as in the kindergarten

[1]Dewey, John, *The Child and the Curriculum*. University of Chicago Press.

playing in the orchestra, listening to a story. He is also able to follow directions given by the teacher or by a group leader. He is willing to coöperate, as shown by a first-grade child who held a box fifteen minutes while another worked. He recognizes the rights of other children in the activity in which they are engaged. For instance, he is willing to take turns on the slide or in bouncing the ball. He also shows a feeling of responsibility in that he is prompt in his place to do his part in the work of the group.

As the child through actual group participation thus gains an understanding of how people live together, he also acquires suggestions as to lines of action for the improvement of the group. It is through the democratic organization of the schoolroom that the desired social habits, attitudes, ideals, and appreciations are developed. There is a transformation or change within the child. Citizenship cannot be taught merely by a memorization process. There must be ample

opportunity for practice with satisfaction in situations which call forth the desired responses. The teacher must use situations in which the child is actually living and help these activities become well-rounded social experiences, supplementing them in the schoolroom and on the playground. She may discover his interests and activities when he is unsupervised, then enrich his present experiences by giving them new meaning through subject matter. For example, if a child is found interested in playing house, such an activity as described for the first grade will enrich his experience and lead on to related interests. It seems reasonable to expect the following attitudes, ideals, social habits, and appreciations to be developed in at least an elementary way: willingness to share materials, respecting ideas of others of the group, deferring to the general wish of the group, using forms of courtesy, doing his part, being orderly and appreciating the advantages of orderliness,

appreciation of being clean, the habit of cleanliness, assuming responsibility for his own personal effects, assuming responsibility for property of the group, using materials economically, kindness to dumb animals, obedience to signals and to those in authority, holding to a common interest, using time advantageously, and willingness to give and take.

Another objective of the social studies in the primary grades is to enable the child to understand in an elementary way that we depend upon one another. It is through a study of the various helpers in the community, as the iceman, the policeman, the milkman, and others, that the child gains an appreciation of how the community is linked together. Through such units of study he also acquires an appreciation of the work of each helper.

Then, too, an objective of activities based on the social studies is to give the child the feeling that there is a past. The young child lives in a small world, thinks with

things, not with abstractions; hence, he does not grasp the meaning of fifty years, a century, causes, effects. We say he has no historic sense and no historic consciousness. In order to develop such abilities, it is necessary to begin with what the child already has in his possession. For instance, if he sees a building being razed, a new building being put up, he understands that life changes—that things are not as they once were. How do we learn about things that used to be if they are not here now? History is the past—the story of changes. It differs from the fairy tale in that it is true. If the school building and our houses have not always been here, how can we find out what used to be here? If there are Indians living in the community, a discussion of them may well lead into a study of Indian life. Observation of the holidays offers excellent opportunity to develop historic sense. In any case, that material should be given the child which will enrich and make more meaningful his present environment.

Questions and Exercises

1. What school subjects do the social studies embrace?

2. Why is it important for the teacher to have in mind specific objectives to be realized through the social studies?

3. What is meant by socializing the child?

4. List desirable social habits of children in the primary grades.

5. What is the difference between the thinking of the child and that of the adult? Suggest specific ways by which these differences may be taken into consideration in teaching.

6. The young child lives in the present. How may a consciousness of the past be developed in him?

7. Explain in terms of the laws of learning the value of child participation in the concrete small group as a means of developing desired social habits, attitudes, ideals, and appreciations.

8. Suggest other ways by which there may be inculcated in the child lines of conduct which make for good citizenship.

9. Why is it important for the teacher to know the interests of the children outside of school? How can she discover them?

10. What is the function of the teacher in an activity initiated and carried on by the children? Wherein should she be an expert?

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CHAPTER III

UNITS OF ACTIVITY FOR THE KINDERGARTEN

With certain guiding principles established for the selection of curriculum content based on social needs and with an understanding of certain specific objectives to be met, the next question which presents itself is: Where shall this type of curriculum have its beginning? How soon in the life of the child is it necessary and worth while to attempt this type of training?

Much is being said to-day relative to the importance of the preschool period. In biological significance this period seems to dominate all other stages of development in the life of the child because of its priority. In the early formative years growth is more rapid than at any other period; hence, the great agitation by both educators and legis-

lators for conditions more conducive to wholesome physical development of the young child.

On account of this rapid growth, the preschool period has a health significance which cannot be overestimated. The child at this early period is very susceptible to disease, and the mortality rate is very high. Preventive medicine and hygiene education have arisen to meet these needs and have together done much to safeguard the early years of childhood.

From a psychological standpoint this period is no less challenging. Mental growth parallels the rapid physical growth. "The character of this mental development is by no means purely or preëminently intellectual. Almost from the beginning it is social, emotional, and moral and denotes the organization of a personality. The infant is not only acquiring perceptions and motor coordinations; he is acquiring attitudes toward things and persons, prejudices, in-

clinations, habitual preferences, inhibitions; he is incorporating modes of behavior which do not, of course, constitute a mature personality, but which psychologically are the core of personality."[1]

If such importance can be attached to the period preceding kindergarten or school entrance—if during this period the child is making a physical, mental, and social adjustment which is of so grave importance—surely the kindergarten, as it is strategically situated between the nursery and the elementary school, is the place where any organized, worth-while procedure which would further this development should have its beginning.

It has been said that, in order to understand thoroughly the intricate interaction of domestic, economic, civic, ethical, and religious forces in our complex, interdependent social life of to-day, a lifetime of specialized study is needed. Hence, it is imperative

[1]Gesell, Arnold, *The Pre-School Child*. Houghton Mifflin Company.

that we begin this study in the kindergarten as there is the first opportunity afforded for group life. In the kindergarten the social habits and attitudes which had their beginnings in the preschool years should either be furthered or discouraged as would seem advisable.

The maturity of the child is one great factor in the selection of units of activity for the kindergarten. In the first place, the experience of the kindergarten child has been very narrow, having been limited to that of the home and family relationships. One of his great needs is a broadening and enriching of his experience through conversation, story, and excursion. Things in his immediate environment offer innumerable opportunities for sensory exploration and reproduction.

The imagination of the kindergarten child is very active, endowing the crudest object in his environment with symbolic form. Through dramatic play he tries to under-

stand the meaning of the life about him. His attention and interest span is short, allowing only the most vivid interests to carry over for any length of time. His motor development does not permit him to do work which requires very fine coördinations, and his mental image is often too vague to enable him to produce a realistic product. Nevertheless, the kindergarten child does express great interest in the life about him and finds satisfaction in his efforts to enter into this life.

Teachers need to remember that a center of interest cannot be carried over too long a period of time with the kindergarten child and that the products secured cannot be measured by adult standards. They must be satisfied to lead the child gradually to realism through a slow process of adjustment and development. In this development, they must also remember that the child must have freedom to manipulate, explore, question, and reproduce the forces and expe-

riences of his environment, through which his stock of information and ideas will be enlarged and his thinking clarified and organized.

A. The Airplane

The following is a description of a unit of activity which was carried on by a beginning group of kindergarten children in the Manchester School.[1] The activity was of short duration, the products were crude, and the play largely imaginative. The activity illustrates, nevertheless, the early efforts of the child to understand and appreciate the social life about him.

When the children came to the kindergarten the first of September, they found a very attractive room which contained among other things many suggestive toys and play materials, such as dolls, doll bed, dresser, chairs, stove, screen house, housekeeping toys, clay, building blocks, paper, scissors,

[1]Louise Hornbrook, Teacher.

paste, workbench, tools, and wood. The children were encouraged to play and work freely with these materials and to choose their own material as well as the type of play. Not until they had become acquainted with the different materials and with their possibilities was any attempt made to organize a center of interest.

The children in this particular situation were for the most part from very modest homes. A large per cent were of Polish descent. As a group they were from the beginning rather passive, being content with one form of play from day to day, showing very little initiative or leadership. An activity, however, soon developed in which most of the group manifested an intense interest.

The Unit of Activity Launched

During the summer vacation the children had heard a great deal about the transatlantic fliers, and a short time before school

opened Colonel Lindbergh had visited Kansas City. The subject of airplanes, therefore, was rather a common one in this vicinity. It also happened that one of the government air-mail routes was directly over this particular school building, the planes passing above the building each day. They often flew so low the children could see them very well, indeed.

About the second week of school, and while the children were still experimenting with materials, several boys made what they called airplanes. They simply cut two strips of paper and pasted them together in the form of a cross. These were used as a basis for conversation at the "check-up" period, and several suggestions were offered for making the planes look more realistic. The next day more children made airplanes, many of the suggestions given the day before being used to good advantage. The teacher suggested that the children watch for the air-mail plane to see how it looked,

as it possibly might help them with their own planes.

The following day teacher and pupils made a close observation of the mail plane as it flew over the building. An interesting conversation followed concerning its construction. The next day the workbench and tools were given a prominent place in the room. The children had not used them before this time. There were some pieces of wood in a box near by, and one of the boys made an airplane by simply nailing together two pieces of wood in the form of a cross. The following day several boys brought wood from home, and many airplanes of wood were made. Crude as the products were, they seemed to satisfy the children at this particular period of development.

In the meantime some of the children visited the flying field. They came back with the idea of putting wheels on their planes "so they could start easier." Kodak

spools were put into the box of supplies, and the suggestion was all that was necessary. Very realistic airplanes began to take form. Some were made with one wing; some with two wings. A discussion was held as to the difference between the two types of airplanes. The children were told the names of each. After that they took great delight in talking about their "monoplanes" and "biplanes." They could now readily distinguish the types as they flew over the building.

It was later suggested that the planes would look better if they were painted. This necessitated another observation of the mail plane to determine the color needed. Most of the planes were painted gray with black markings, but a few of the children failed to conform to the choice of the group, making green, blue, ivory, and rose-colored planes.

Since the children had seen "writing" on the mail plane, they now wanted to select names for their planes. A number felt they

wanted to christen their planes "Lindy." Other names suggested were "The Green Leaf," "The Magic Flyer," "Swope Park." The children, being unable to put the names on the planes, asked for help in this part of the work.

A need was now felt for a place to put the planes when not in use. The children suggested building some "garages." Several of the children again visited the flying field and saw that the planes when not in use were put in hangars. The new name "hangar" delighted the children and was used continually from that time on. Hangars were built with building blocks and the planes housed therein.

The children were intensely interested in playing with the toy planes long after they were completed. They not only played with them and made them fly in the room, but used them in the yard at recess time and often took them home in order to fly them on the way to and from school.

Results Obtained

While these children were only beginning kindergartners—five years of age—they had been introduced through this center of interest to one of the great means of transportation, one in which the whole world at the present time is interested. They learned something of the general form of airplanes; they learned to distinguish between the monoplane and the biplane; the method of housing the planes was ascertained as well as something of the care necessary to keep them in good flying condition. The children's interest in aviation was very keen, and each day found them eager to tell some bit of aviation news which "daddy had read in the paper."

The service of the mail plane led to an added interest concerning air mail—how to stamp, where to mail, etc. This naturally led to a discussion of other means of mail transportation and finally consummated in an excursion to a post office substation,

where much information in regard to the post office service was given the children.

Subject Matter Related to the Unit of Activity

Language. The conversation period offered an opportunity for the exchange and clarification of many ideas concerning the popular subject of aviation. Opportunity was also offered in these discussions and in the relating of experiences for the child to gain fluency in oral expression. A feeling of self-confidence was also developed; the vocabulary was enlarged and made more meaningful. This store of verbal signs and meanings would be recalled in other situations and would make the experiences richer and more significant.

Dramatic play. The activity involved in the play with the planes in itself made a strong appeal to the child. Sies, in speaking of movement as a pleasurable and necessary accompaniment of life, says: "Children's enjoyment of movement is seen in their

spontaneous expression of joy in even common forms of motor activity. They like to run in the open with the rush of the wind against their cheeks. When we see children running, skipping, and dancing we see pleasure in movement."[1]

While movement itself was one of the dominant interests in the play with the toy planes, the dramatic element was also a big factor. As the child ran with his plane, dipping, sailing, and imitating the purr of the motor, he was trying to understand this attractive phase of everyday life. That it devolved upon him to make the movement, that it was necessary for him to carry the plane rather than to be carried, was of little consequence to this kindergarten child. His imagination supplied the situation with all the realism necessary for his enjoyment of the activity.

Materials. In the work with materials the children passed through three different

[1]Sies, Alice Corbin, *Spontaneous and Supervised Play in Childhood*. The Macmillan Company.

THE FLYING FIELD

The hangars, made of blocks, and the completed airplanes were constructed by the kindergarten children in the Manchester School

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stages. The first was purely a manipulation of the materials, with interest centered in the activity for its own sake. From this stage the group early passed into the symbolic stage, where the chief interest was in the expression of an idea. The two pieces of paper and later the two pieces of wood put together in the form of a cross represented the child's idea of an airplane, vague as it may have seemed to the onlooker. After closer observation, however, and through stimulation by the proper materials the children soon manifested a desire for a more realistic product. A need for wheels was felt, the planes must be painted, and names must be placed thereon. Later the need for hangars was felt and supplied. No emphasis was placed upon technique except as the children asked for help. Habits of neatness in the use of the paint and in the proper use of the tools were established. The products were crude when completed, but they represented the

development and expression of an idea which gave joy and satisfaction to the child.

Reading readiness. Some contribution was made to reading readiness through the conversation period, in the way of clarification and enlarging of experience, enlargement of vocabulary, and the development of habits of clear enunciation and pronunciation. In one instance attention was directed to the printed symbol—the names on the planes.

Number. Number experiences came in counting the wings on the airplanes, the number of wheels, and the number of blocks for the hangars.

Citizenship. In this unit of activity the child was given some small notion of the interdependence of people—the service rendered by the post office department. In the construction of the planes the children felt the need of coöperation and fair play. Taking turns in the use of the tools, cour-

tesy and respect for others in their play, and genuine social approval and disapproval were social values emphasized.

A list of picture books and stories which may be used follows:

Dobias, Frank, *The Picture Book of Flying.* The Macmillan Company.

Hader, Berta and Elmer, *The Picture Book of Travel.* The Macmillan Company.

Read, Helen S., *An Airplane Ride.* Charles Scribner's Sons.

Read, Helen S., *An Engine's Story.* Charles Scribner's Sons.

Read, Helen S., *A Story about Boats.* Charles Scribner's Sons.

B. The Park

Swope Park is one of the beautiful natural parks of Kansas City. In addition to the lovely stretches of grass and trees, there are a large lake and a lagoon, which offer splendid opportunities for both swimming and boating. This park also contains a large zoo, which is a never-ending source

of joy to the children who visit the park. Large shelter houses, ovens for cooking, and ample picnic grounds make Swope Park a favorite place for family parties.

The Situation Described

The activity herein described was carried on in the kindergarten of the Woodland School[1] during the summer term of the college year. There were thirty children enrolled. They were rather a mixed group. A large per cent of the children had entered the Woodland kindergarten at mid-year (January, 1928), having thus had one-half year of kindergarten training and development. Quite a number came from other schools in the city, where they had had a half-year in kindergarten, while a few had been in kindergarten a whole year.

About fifty per cent of the children were of Italian parentage; the other fifty per cent were of American parentage. Some came

[1]Nellie Storms, Teacher.

from homes where both father and mother went out for daily labor; others represented homes of average incomes and wholesome conditions; a few came from homes where the parents were engaged in educational work either as teacher or principal. The varying potentialities and conditionings which the group presented can readily be seen.

When this particular group came into the summer kindergarten, they found a rich variety of materials and toys with which to carry on their dramatic play and constructive activities. In the room were three large centers of interest: the screen playhouse, which was fully equipped with housekeeping toys, the grocery store, and a large church. These had been constructed by the Woodland children during the second semester of the regular school year. The summer group enjoyed playing with these, but their advanced kindergarten development soon made them eager to launch some activity on their own initiative. They

were eager for opportunities for self-expression and for exercise of their own creative powers.

The Unit of Activity Selected

As it was summer and a time when a number of the children were enjoying trips to Swope Park, Miss S. conceived the idea of the park activity as a large center of interest which would carry over the summer term. It had a seasonal appeal, was a familiar experience to a few of the children who showed initiative, and met a social need of all the group. Recreation to a great many of them meant play on the dirty, hot pavements of the city. A trip to Swope Park would be their first contact with this lovely bit of nature. Then, too, their observation of the animals at the zoo and the birds, flowers, and trees would also offer rich opportunities for their reproduction of this experience through materials, stories, music, and dramatic play.

Kilpatrick, in discussing the launching

of any type of project with children says, "The essential point is that while the activity is in process the child or children so feel the purpose that it operates as an inner urge to define the end, guide the pursuit and supply the drive."[1] In other words, it is not absolutely necessary that the activity be initiated by the children, but it must be accepted whole-heartedly by them if it is to be carried to a successful completion.

In the park activity the choice came from the teacher because of her familiarity with the needs of the children. It was, however, accepted by the group most enthusiastically. The children planned entirely what would be needed in their park and what materials should be used. They decided they should have a shelter house, zoo, band pavilion, picnic grounds, refreshment stand, and flower beds.

After the construction work was started, problems arose which necessitated an ex-

[1]Kilpatrick, William H., *The Project Method*. Bureau of Publications, Teachers College, Columbia University.

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cursion to Swope Park. With the problems rather definitely in mind the trip was made. The children were taken in cars and were given ample time to enjoy the zoo, as well as to observe other things in the park. They enjoyed a picnic lunch served on one of the tables under a large tree.

Results Obtained

Work with materials. It was decided that the grass should be made of paper painted with dyes. Kraft paper, which comes by the roll, met this need. It was laid in strips and fastened to the floor by means of thumb tacks. After it was laid, the children, using large brushes, did the painting.

Strips of wood nailed to orange crates formed the framework of the shelter house and the refreshment stand. Kraft paper was used for the walls. A "tile roof" for the shelter house was made from corrugated cardboard painted red. Seats were made

and placed on the porch and inside the shelter house. Boxes of flowers were made and placed in the windows.

Good-sized animals which had been cut from kraft paper were sewed and stuffed. Most realistic colors were used in decorating them. Cages were made for the "more dangerous" animals. Strips of wood upon which cardboard strips were tacked formed the framework of the cages. Pens for the camels, elephants, and giraffes were made in the same manner.

An oven for the picnic grounds was built with building blocks. A flat box with legs nailed to it made a very satisfactory table, while orange or lemon crates with backs nailed to them made strong park benches. Drives were made of brown paper tacked down over the green grass. The drinking fountain at first presented a problem. It was decided to use a wash basin turned upside down for the base and a cake tin for the upper part. A square post connected

the two. The faucets were spools covered with tin foil.

The children wanted to make swings, but after it had been talked over, they were led to see that they could not make a swing strong enough for them to use. They did, however, make a seesaw by placing a board across a shallow box.

Foliage plants and many blooming plants, borrowed from the school greenhouse, formed the flower beds. Real trees were brought in and a large one placed to shelter the picnic grounds.

Language. Many opportunities were given the children in conversation periods to express themselves freely concerning how the unit of activity should be carried forward. At these times images were clarified, vocabularies were refined and enlarged, and grammatical errors were corrected. Pictures were also used to clarify ideas and aid in the construction work.

The following are a few of the stories and

poems which were used for appreciation and enjoyment in connection with the center of interest. This, of course, does not imply that all story and poem material used *must be* correlated with the major activity.

Stories:

Bailey, Carolyn Sherwin, "The Fourth of July Surprise," in *Friendly Tales.* Milton Bradley Company.

Burnett, Frances H., *The Cozy Lion.* The Century Company.

Dunn, Fannie W., and Troxell, Eleanor, *Baby Animals.* Row, Peterson and Company.

Hardy, Marjorie, "The Monkey Race" and "Jumbo," in *Surprise Stories.* Wheeler Publishing Company.

Poems:

Miller, Mary Britton, *Menagerie.* The Macmillan Company.

Milne, A. A., "Furry Bear" and "Twice Twins," in *Now We Are Six.* E. P. Dutton and Company.

Milne, A. A., "At the Zoo," "In the Fashion," "Teddy Bear," "Lines and Squares," and "The

Four Friends," in *When We Were Very Young.* E. P. Dutton and Company.

Tippett, James S., "The Park" and "Park Play," in *I Live in a City.* Harper and Brothers.

Wynne, Annette, "The Rhinoceros" and "The Elephant," in *For Days and Days.* Frederick A. Stokes Company.

Reading readiness. This was shown in a number of different ways. One of interest was the desire for signs in the park giving names of the animals. One interesting sign read, "Please do not feed the animals."

The children went eagerly to the library table for pictures from which to tell stories. They were very much interested in the picture books and stories found on the table and often asked that the stories be read to them.

The following picture and story books pertaining to the unit of activity were to be found on the library table:

Brooke, Leslie, *The Three Bears.* Frederick Warne and Company.

Sarg, Tony, *Tony Sarg's Wonder Zoo.* Greenberg, Publisher, Inc.

Smith, E. Boyd, *After They Came Out of the Ark.* G. P. Putnam's Sons.

Smith, E. Boyd, *The Circus and All about It.* G. P. Putnam's Sons.

Smith, E. Boyd, *The Story of Noah's Ark.* G. P. Putnam's Sons.

Animal Friends. Nelson Publishing Company.

Music. A song about the zoo was adapted from "The Zoo" in Alys Bentley's song primer (*Thirty Sterling Songs*) to meet this particular situation. The following are the words:

I like to watch the tall giraffe,
The seals and elephants, too,
And all the other animals
Out at the Swope Park zoo.
I like to hear the bears go, "Woof,"
And see them wave their paws,
And watch the monkeys in their cage
Run and jump and play.

Play. Spontaneous play both of a dramatic and rhythmic nature grew out of the activity. At times the children played they were the animals. They particularly enjoyed being monkeys, climbing, hanging,

and swinging from the cloakroom hooks, which were in the "monkey cages." Being bears also made a strong appeal as it was fun "to wave their paws" and beg for peanuts. Elephants tossing their trunks were often seen. At other times the children played they were families. The mother, after purchasing provisions from the grocer, would pack the lunch and take her children to the park. While mother did the cooking on the oven and spread the lunch, the children played about the park, enjoying the animals, the lake, and the seesaws. At other times, when they played school, the teacher often took her pupils on an excursion to "Swope Park."

As the activity reached its climax, just before the Fourth of July, good ways to spend the holiday were discussed. It was decided that to have a picnic in the park was an excellent idea and a sane way to spend the Fourth. This idea was carried out on the third of July. A class from

Teachers College and several other guests were invited to the picnic. A program which was planned and worked out by the children was given. The band (rhythm orchestra) played several numbers. Three songs, "The Zoo" and two bird songs, were sung. Some trained elephants and bears (the children themselves) gave little dances, which were their *own* interpretations. After the program a picnic lunch, which consisted of sandwiches, cakes, fruit, and pop corn, was served. The children helped in the preparation of the sandwiches and pop corn. After the guests had gone with them to see the various places of interest in the park, the children saw that they were served and entertained.

Citizenship. The service rendered by the city in supplying parks for pleasure and recreation was emphasized. The proper care of the park in not throwing papers on the ground and not plucking the flowers was talked about as a way of showing ap-

preciation for this service. Many social habits and courtesies were emphasized in the working together toward the completion of this center of interest.

The interest of the children in the park activity was evidenced in the regular attendance, even on very warm mornings, and there is every reason to believe their lives were enriched by the various experiences they enjoyed in carrying out the activity.

Questions and Exercises

1. How do the social situations presented to the child when he enters kindergarten offer educational opportunities?

2. Observe kindergarten children in their play. What evidences of social and nonsocial behavior do you notice?

3. How far is the life of the kindergarten child broadened and enriched by an excursion to a large department store?

4. List the profitable excursions possible near your school. What responsibility rests upon the teacher for the success of an excursion?

5. How far does the feeling of need direct a child's purpose toward an activity?

6. List units of activity which are particularly adapted to the maturity of the kindergarten child. Why?

7. Explain the psychological factors involved in the selection of the airplane unit of activity. What part did the physical condition and equipment of the room have to play in the selection?

8. Explain the satisfaction of the children in the crude airplanes which were made. Should adult standards of technique have been imposed?

9. What part did imagination play in the enjoyment of the play with the airplanes?

10. The park activity was suggested by the teacher. Would the activity have been carried out more whole-heartedly if the idea had come from the children?

11. The excursion to Swope Park was taken after considerable progress had been made in the development of the unit of work. Can you suggest a place in the development of the activity when the excursion might have been more profitable?

12. The airplane activity was carried on by a group of beginning kindergarten children while the park activity was developed by children near the close of the school year. How does the park activity

reflect the development of the group in all phases of the work?

Selected References

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2. Dynes, Sarah A., *Socializing the Child*, Chapter V. Silver, Burdett and Company.

3. Hill, Patty Smith, *The Conduct Curriculum*. Charles Scribner's Sons.

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5. Moore, Annie E., *The Primary School*, Chapters I and III. Houghton Mifflin Company.

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7. Pechstein, L. A., and Jenkins, Frances, *Psychology of the Kindergarten-Primary Child*, Chapter XVIII. Houghton Mifflin Company.

8. Rugg, Harold, and Shumaker, Ann, *The Child-Centered School*, Chapter VII. World Book Company.

9. Sies, Alice Corbin, *Spontaneous and Supervised Play in Childhood*, Chapter XIV. The Macmillan Company.

10. Sloman, Laura G., *Some Primary Methods*, Chapter II. The Macmillan Company.

CHAPTER IV

UNITS OF ACTIVITY FOR THE FIRST GRADE

A. The Home

The following is an attempt to describe certain units of activity which were carried out in one of the beginning first-grade groups of the Woodland School,[1] which is the demonstration school for the Teachers College of Kansas City. In the presentation of the particular units it is hoped several purposes will be served. In the first place, it is believed these units conform to the principles suggested for the selection of curriculum content, in that they are adapted to the maturity of the group and meet their social needs. Again, they illustrate one means of "bridging the gap" which at present exists

[1]Frances Carey, Teacher.

between much of our kindergarten and first-grade theory and practice. Then, too, it is hoped that they may serve as a guide to teachers who are interested in carrying out a curriculum based on children's interests and experiences.

The Situation Described

This particular group of children consisted of thirteen IB, irregular, and retarded children from other first grades and twenty-two children from the kindergarten. The thirty-five children entered this particular IB division January 23, 1928, or at the beginning of the second semester.

Sixty-nine per cent of the group were of American parentage; seventeen per cent were of Italian; fourteen per cent were of other parentage—Greek, Polish, and Russian. The intelligence of the group showed a wide range. The intelligence quotients ranged from 120.5 to 63.8, with a median of 95.7. Many of the children were emo-

tionally unstable and very susceptible to overstimulation. The physical condition of the group was fair, or a little above. The community from which these children came might be termed a "tenement district." The families, often large in number, lived in crowded quarters. Very few children had yards in which to play. Many of the mothers worked away from home and left the younger children to the care of elder brothers and sisters.

Previous to their entrance to the beginning first grade these children had enjoyed a year in a well-regulated kindergarten. Here careful thought had been given to motor, mental, and emotional development. Likewise through excursion, story, and picture an attempt had been made to enlarge and enrich the experiences of the group. Large centers of interest, such as the Thanksgiving party, the toy shop, and the Christmas party, had furnished an opportunity for dramatic play,

constructive activities, problem solving, and organization, through which the children enlarged and clarified their ideas of social relationships. A few rather well-defined social habits had been established, such as taking turns in using tools, helping another child work out a problem, speaking loud enough to be heard, and working in groups. Some measure of self-control had been established within the group. The majority of the group had manifested an interest in the fundamental processes, particularly in reading. Children were asking for books from the library table to be read to them. Many books were brought from home for the teacher to read. The children were reading from pictures in books. They were reading their names on their work and possessions, as well as asking for signs and labels to use in their constructive activities. Number experiences had been enjoyed, and in a few instances the need for writing had been felt.

Selection of the Unit of Activity

Miss C., the teacher of this particular group, made frequent visits to the kindergarten before the time for promotion to study the habits and interests of the children. With the coöperation of the superintendent of the demonstration school, a unified kindergarten-first-grade program had been planned for this group. It was hoped so to plan the work in the first grade that the children, passing from the kindergarten, would not notice any abrupt change in either the atmosphere of the room or in the schoolroom procedure. In fact, the introduction of the children to the reading process was to be the only really new thing.

As was said before, careful study was made of the group before they left the kindergarten. The children were found to be very much interested in playing with the dolls and the housekeeping equipment. This was in keeping with the theory advanced—that children of this age are inter-

ested in reproducing the life *immediately* about them. The one unit of society which the children knew best and were naturally willing to investigate and imitate was the home. Not only was the selection of this unit warranted from the standpoint of the children's interests, but it also met the social needs of the group. The crowded tenement home with its strained domestic relations, poor hygienic and health conditions, as well as unwise use of leisure, all pointed to the need of bringing to the children an enlarged and enriched idea of domestic and community relationships and responsibilities.

The Unit Developed

On January 23, when the group came into the first-grade room, they found an environment not unlike that of the kindergarten. Bright, airy curtains were hanging at the windows; movable chairs and tables were provided; a workbench and tools stood

in one corner of the room; a bird was singing from his cage in a sunny window; a bowl of goldfish was on the window ledge; several large ferns made the room even more homelike.

One child spied a beautiful doll sitting all alone in one corner of the room. The doll was immediately adopted by the group. During a conversation period the doll was named, and the first reading unit was composed about "Betty." One child remarked, "We haven't any house for Betty to live in." This was a natural reaction, as the children in the kindergarten had been playing with a large screen house which had been constructed for them. After the matter had been talked over, it was decided to make a house for Betty large enough for the children to play in.

The second day a corner of the room was selected for the location of the house. After much discussion concerning how it should be constructed, an excursion was planned

to a place in the neighborhood where a house was being built. Excursions of this type offer one of the best means available for stimulating children to activity. Here they have a first-hand contact with the idea in question, and the sensory impressions thus acquired are usually so vivid that the child is eager to express in some concrete form the ideas thus gained.

After the ideas were talked over and plans were formulated from the experience, the children set to work. At first they were a bit puzzled concerning the construction of the framework. One of the children suggested, "Mr. B, the manual training teacher, might help us." The manual training teacher was most coöperative and not only talked to the children about how to make the framework, but also constructed a miniature framework for them to use as a guide. Several of the boys were taken to the shop and directed in sawing the frame material. Orange crates were brought by

the children. These were carefully taken apart to serve as lumber for making the sides of the house and the furniture. Each child selected the thing he wanted to do toward making and furnishing the house. It was found that several children wanted to do the same thing. These children worked in groups. Often a child or group asked for help from other groups or individuals.

The children came into the building at 8:45 and worked until 9:15 each day. The selection of the work with progress made was posted, each child being able to check his own record as to accomplishment. On page 71 is a copy of a section of the daily assignment and progress chart, copies of which were used for bulletin board purposes. The children manifested much interest in the chart, as evidenced by their eagerness to see the bulletin board each morning and to discuss the progress of the different phases of the project.

ASSIGNMENT AND PROGRESS CHART—
WOODLAND SCHOOL—GRADE IB

NAME OF CHILD	ASSIGNMENT	DATE	ACCOMPLISHMENT
Billy	Side of house	Feb. 1	Worked well
Morris	Side of house	Feb. 1	Helped George
George	Side of house	Feb. 1	Absent
Harold	Side of house	Feb. 1	Lost time
Ross	Side of house	Feb. 1	Got boards ready
Billy D.	Chair	Feb. 2	Worked well
Jack	Table and chair	Feb. 2	Fine work
Eugene	Window frame	Feb. 2	Absent
Henryetta	Mattress	Feb. 2	Did not have material
Dorothy	Sheet	Feb. 2	Planned work
Madeline	Ice box	Feb. 2	Planned work
Helen Dorris	Curtains	Feb. 2	Measured material

This chart not only helped the child to measure his own progress, but also gave the teacher a concrete measure of the child's daily accomplishments. The chart often formed the basis of conversation lessons in which various social habits were stressed.

Standards of Work

It will be seen from the close check of progress made that some rather definite

standards and ideals were being held up to the children. For example, the chart shows such checks as the following: the need to plan ahead, the value of coöperation, the joy of work well done.

Great variation was found among the group as to the need for guidance both in planning and in workmanship. Some of the children were found to be satisfied with any product that would further their play. On the other hand, Lawrence was most patient in making his bed "so it wouldn't wabble." In skill in planning, individual differences were also marked. Billy, who had attempted to nail his material on the side of the house first and then saw it off the right length, found to his disgust that the sawing process pulled off the boards. He was thoroughly instructed by Morris just how to measure and saw the boards before attempting to nail them in position. Certain standards of work were discussed from day to day, and an effort was made to raise gradually the levels of accomplishment and skill.

Results

Work with materials. After twenty weeks of intense interest and application there was developed a community center of interest of which any first-grade group of children should be justly proud. A one-room house some six feet high, five feet wide, and six feet long, with three windows, one door, and a roof of kraft paper, had taken form. The house was large enough for the children to play in, a fact which multiplied the satisfaction in the product.

The house was attractive—dainty curtains hung at the windows; a bed with all the necessary furnishings stood in one corner; a davenport, with bright pillows, upon which two people could really sit, was also conspicuous. Chairs were about; the dining table was spread in the center of the room; and an electric plate had been placed on the top of the stove. When it was discovered, one child exclaimed, "Now we can really cook."

The products, though crude and often unstable, brought joy to all who were privileged to see the "little workers" both in the task of constructing as well as in the dramatic play which followed. Never did the interest lag. While other minor interests found their way into the schoolroom activities, such as birthdays and holidays, the children were always eager and ready to go back to the major interest.

The real experiences the children enjoyed in handling wood, clay, tools, sewing materials, and paint enabled them to gain power and some degree of skill in expressing themselves through these materials. Below is a list of the outcomes in the work with materials:

The house
Three chairs
Two tables
One bed
One davenport
One cupboard
One ice box
One stove
Betty's dress and apron
One mattress
Two pillows
Sheets and pillow cases
Curtains (three pairs)
Two fancy pillows
One rug
Clay dishes

Reading. Miss C. held in mind the following objectives[1] in introducing this group to reading:

1. To introduce the pupil to reading as a thought-getting process and to develop the attitude of looking for meanings in all reading experiences.

2. To develop a sight vocabulary of frequently used words—to gain some power of word recognition so as to experience the joy of reading.

The latter is best accomplished more or less incidentally as a result of reading much simple material in which certain common words occur rather frequently. Overemphasis on reading skills is undesirable during the early lessons which introduce the child to reading.

The content of the reading material is of paramount importance in the realization of the above objectives. One important thing to keep in mind is that the content of the

[1]See *The Classroom Teacher*, Vol. II. The Classroom Teacher, Inc.

early lessons should be familiar to the child and "highly charged with interest." When such material is used, the only new element in the learning situation is the written or printed symbol. Again, the content should present a minimum of difficulties for the child. Care in vocabulary selection, sentence arrangement and construction, spacing, and length of line should be exercised, as these are all factors which either make for progress or present grave difficulties to the beginner in reading.

It was planned to have these children advance naturally as a result of meaningful and continuous contacts with reading materials. The children in this situation, it happened, presented a far from homogeneous grouping. In the main they formed themselves into two groups: (1) those coming from the kindergarten with a readiness and eagerness for learning to read and (2) the repeaters, who for one reason or another had not become interested in learning to read. There were a few children, however,

who were doing some reading for themselves. These were encouraged to read at their own rate. The repeaters especially were given individual attention, which involved the building up of a right attitude toward reading as well as supplying a type of interesting drill necessary to make them more independent in word recognition.

The group work in reading centered largely around the "house interest." As was mentioned before, the first reading unit was worked out in an early conversation period. In the conversation about the doll the teacher wrote the following unit upon the board as the children dictated it to her:

We have a doll.
She has a pink dress.
She has a pink bonnet.
She has white shoes.
She is a pretty doll.

The following day the unit was printed and used as a reading story. The personal element entering into the composition of the story as well as the familiarity and

interest in the content made an appeal to the children. The fact that they could read made the experience most satisfying. The third day two printed units were found to be just alike. One was cut into strips to be used for matching.

The need for recording experiences connected with the "house interest" motivated about three new reading units a week. The following are some of the early units:

We went for a walk.
We saw a house being made.
We saw the window.
We saw the door.
We saw how to make the house.
We enjoyed our walk.

We are making a house.
We saw the boards.
We nail the boards.
We work every day.
Betty needs the house.

In making the units for this beginning reading work there was a careful check made of the basal vocabulary in preparation

for early lessons in the primer. As can be noticed from the units quoted, much repetition of vocabulary was secured. At the same time it was kept simple in structure and familiar in content. Aside from this type of reading material, there was much additional work in reading growing out of the "house interest." The daily use of the bulletin board was found of great value in stimulating a reading interest. Each morning a bulletin appeared which had some connection with the work of the day. The following are copies of a few of the bulletins:

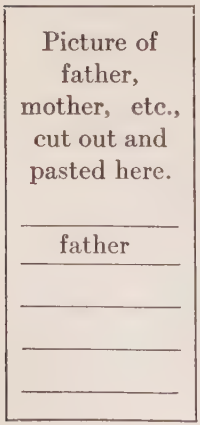
> We need lumber to make our house.
> Will you bring a box?

> Eugene put a window in the house.
> Do you like it?

> Did you see the roof of our house?
> Mr. Gove helped us.

The daily bulletins developed into the weekly newspaper, the *Woodland Star*, which was simply a consolidation of the daily

bulletins with any other immediate bit of news of interest. Small copies of the newspaper were mimeographed for the children to take home as reading material. The stencils for these were cut on a typewriter of primer-sized type. Booklets were also made with pictures cut from magazines, under which captions were placed repeating much of the vocabulary found in the bulletins and charts. Informal tests were worked out to accompany practically all this reading material. The illustrations following are typical of much of this material.



Cards like that suggested at the left were put into envelopes with small cards bearing the words that corresponded to those on the large card. The child selected the small card and put it with the corresponding word on the large card.

Many tests of this type were worked out to fit the vocabulary needs of the "house" and "pet" interests.

The following is an example of a type of informal word test which was used from time to time as a check on vocabulary mastery. The children were asked to draw a circle around certain words as the teacher pronounced them.

1. all ball house hide they
2. girl children want good boy
3. that come said can my
4. black Betty nest cat look
5. kittens are saw soon paint
6. mother dog look but run
7. draw bird make she away
8. white green saw what his
9. do little name of live it

Informal testing was carried on consistently after the children were reading in their books. On page 82 is an illustration of a test worked out for a page from one of the books the class was reading.

Primer

1. What did Sue see in the meadow?
2. What did she say to the cow?
3. What did the cow say she must do?
4. What did the cow say she makes for her master?

(Strips to place as answers)

She saw a cow there.

Will you play with me?

I must get my dinner.

I make milk for my master.

We are making a house.
We saw the boards.
We nail the boards.
We work every day.
Betty needs the house.

We are making a house.

We saw the boards.

We nail the boards.

At the left is a duplicate of a reading unit which was made on a typewriter, pasted on cardboard, and put into an envelope. On the back of the envelope was a small pocket which held

We work every day.

Betty needs the house.

Draw a house. Draw two windows. Draw one door. Color the house yellow. Color the roof red.

the strips for matching.

Many of the charts were put into this form for additional drill and testing work.

Tests of the type shown at the left and above were enjoyed by the children.

Books were introduced when the children had acquired a thought-reading attitude and a sight vocabulary sufficient to enable them to recognize without help a large majority of the words in the first lessons of the books they were to use. The time varied greatly with individuals. Some of the children had read a great many primers by the end of the first semester; others had not advanced so rapidly. Seemingly, however, the right attitude toward reading and an interest in the process had been stimulated in the group as a whole.

The Pressey Reading Test was given this group at the close of the IB semester with the following results:

Type of Test	Tentative Norms	Woodland Scores
Word test	9.5	15
Sentence test	8.5	11.5
Total score	18.0	26.5

The scores are self-explanatory and meet any argument that may be voiced against such a reading program. Not only could the children do thoughtful interpretative reading, but they had at the same time mastered a sight vocabulary which enabled them to pass a standardized test with a score far above the norm.

Language. The language work of this group was kept very informal since conversation occupied the greater portion of the time. The large center of interest furnished many experiences and problems to be discussed. The description of the trip to the

farm, which is given in the following unit of activity, illustrates the spontaneous type of conversation which was stimulated by the lifelike situations in the room, as well as by the excursions into the life outside. Not only was this type of conversation engaged in during a special period set apart for the purpose, but the lunch hour, the work period, the dramatic play period—in fact, almost all the various periods of the school day—offered splendid opportunities for the child to express himself orally.

Stories were told to the children for the pure enjoyment they gave and were repeated as often as the children asked for them. Reproduction of the stories was not asked from the children unless there was a good reason for it. Certain standards for judging story-telling were gradually worked out by persistently commenting upon the good points. The list on page 86 includes some of the stories used in connection with the "house interest."

Bailey, Carolyn Sherwin, "The Guest in the Playhouse," in *Friendly Tales.* Milton Bradley Company.

Bailey, Carolyn, and Lewis, Clara M., "The Fairy Who Came to Our House," "Who Ate the Dollies' Dinner?" "The Elder Brother," and "The Little Gray Grandmother," in *For the Children's Hour.* Milton Bradley Company.

Dunn, Fannie W., Baker, Franklin T., and Thorndike, Ashley H., "The Three Pigs" and "The Three Bears," in *Everyday Classics,* Primer, The Macmillan Company.

Lindsay, Maud, "The Cap That Mother Made," in *Field Second Reader.* Ginn and Company.

Lindsay, Maud, "How the Home Was Built" and "Dust under the Rug," in *Mother Stories.* Milton Bradley Company.

In addition to the given list a number of original stories were worked out from pictures and interesting experiences. Poems were also presented because of the rhythmic appeal they have for children and because of the "artistic value of pleasing sound, imagery, and emotion." The children found pleasure in repeating some of these and were encouraged to do rhyming themselves.

The following is a copy of some original verse composed by members of this group, the stimulus for which grew out of the community interest:

Our Baby

We have a little baby in our home,
The cutest little baby known.

He plays and plays all day long
While his mother sings a little song.

Our House

We made a house, a real, real house.
Our doll Betty lives in it.
She likes our house, our real, real house.
She likes to live in it.

The following poems were stimulated by the interest in the schoolroom pets, which was a minor interest carried on throughout the year:

Our Pet

We have a pretty little bird,
His wings are white and yellow,
He is a pretty little fellow.
He sings all day long.
We like his cheery song.

OUR FISH

You shiny fish,
In the bowl so green,
You look so clean,
You shiny fish.

Pictures also make an appeal to children and often call forth happy spontaneous expression. They often arouse the curiosity of the child and create within him the desire to express himself in like form. Pictures also lead the child to express himself orally in telling the stories the artists portray for him.

The pictures listed below, as well as numerous other pictures collected by both teacher and pupils, were used in connection with this unit of activity.

"Baby Stuart"—Van Dyck
"Feeding Her Birds"—Millet
"The First Step"—Millet
"Can't You Talk?"—Holmes
"A Helping Hand"—Renouf

Dramatic play. It is generally recognized that the fullest expression of dramatic

play is evidenced in the representation of experiences in which the child's own experiences or the experiences in the environment in which he lives are reproduced. The following description of an observation made of dramatic play shows how the constructive activities had stimulated the desire to investigate further and to interpret through dramatic representation the meaning of a unit of social life.

The children had been to the garden on that particular morning (the garden activity is described later) and had brought in a quantity of lettuce for sandwiches. A reading unit, a recipe for making mayonnaise, which was on the blackboard, was proof that cooking had been going on. At this time some of the group were busily engaged in washing the lettuce. Two girls went to the school cafeteria for bread and butter. On their return one said, "This is the cafeteria, and we will get the lunch ready." Another group had started the

THE COMPLETED HOUSE

The house became the nucleus of dramatic play through which the children participated in family and immediate community relationships.

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"house play." A family quickly organized itself, with the father assuming quite a heavy responsibility for the care of the family. The mother heated water, washed the dishes, and swept the house. The father cared for the baby and took the other children to school, as another group were playing school. Later the father was asked by the mother to go for the little boy who was at school. The earnestness of the father was shown in the following dialogue. He approaches the school, knocks, and is met by one of the teachers.

FATHER: Is my little boy in your room?

TEACHER: No, he is in Miss M.'s room. I'll take you to her room.

FATHER (addressing Miss M.): May my little boy be excused? His mother is anxious to have him come home.

TEACHER: Certainly, he may go. Billy, your father wants you to go home. You may go. (Billy leaves the school with his hand in his father's.)

During the "house play" the milkman delivered the daily supply of milk, and the

huckster with his truck of vegetables cried his wares at the door and was rewarded with a sale of onions. The postman was faithful for a time in seeing that Uncle Sam's responsibility was met, but later said: "I think I'll be traffic man now. It's about time for the children to come from school." The iceman, delivering the amount of ice called for by the card in the window of the house, made the morning rounds. The mother was most careful to take the card down after the iceman had called.

At the close of the period the sandwiches had been finished and were served to those calling for them. The fact that some few failed to get sandwiches was traced to the selfishness of a few who took more than their share. This was the only situation which seemed to call for checking.

The fact that this play was undirected and yet was a full, lifelike expression of community and home relationships would seem to prove its value in leading the child to a better understanding of social life.

Citizenship. In the provision of civic-moral training, our aim is to develop ideals strong enough to control behavior. In the training of the kindergarten-first-grade child, however, habit usually comes first. "Children must be habituated to certain morally desirable forms of behavior before they can understand much about the reason for such behavior. Only gradually are we able to appeal to intelligence and develop standards which may influence and eventually control behavior."[1]

Certain moral and social habits and attitudes were emphasized to meet the needs of the group:

Respect and love for home
Spirit of helpfulness toward other people
Pride in doing one's part to keep home neat and clean
Appreciation of home and parents
Appreciation of coöperation between people
Appreciation of interdependence of people
Respect for authority
Obedience to rule of the group
Willingness "to take turns"

[1]Parker, Samuel Chester, and Temple, Alice, *Unified Kindergarten and First-Grade Teaching*. Ginn and Company.

Courtesy to the child who is speaking
Appreciation of fair play
Habit of playing harmoniously

The unit of activity described offered innumerable opportunities for practice in establishing these habits and ideals. In the planning of the various phases of the work the need for division of labor and coöperation was felt. A sense of responsibility for work well done, as well as pride in achievement, was established. Likewise in the spontaneous play which followed the constructive activities, respect for others' rights, self-control, helpfulness, and intelligent and enthusiastic coöperation were secured.

Such centers of interest help to develop that group consciousness which Dr. Bobbitt feels is our greatest problem in civic training. He feels that there is but one method, "to think and feel and *act* with the group as a part of it as it performs its ends."[1]

Health. Since health was recognized as

[1]Bobbitt, Franklin, *The Curriculum*. Houghton Mifflin Company.

one of the chief objectives to be realized in the program, every opportunity was utilized to lead the children to an understanding and appreciation of better health conditions. At the same time some very definite personal habits were determined upon as goals in this situation.

Miss C., in analyzing the health and hygienic needs of the children and in basing her selection of habits to be formed upon these needs, not only observed the children's behavior and needs in school, but also obtained a knowledge of their home environment. She determined upon the following habits to be given special attention:

1. Clean hands
   (*a*) To handle books
   (*b*) Before eating
   (*c*) After using the toilet
2. Use of the handkerchief
   To cover mouth and nose when coughing or sneezing
3. Proper use of drinking fountain
4. Keeping out of mouth anything which is not perfectly clean

In connection with these specific habits an effort was made to build up certain attitudes toward health which would carry over into the home. Among those chosen to be dwelt upon were:

1. Cleanliness in the home
2. Proper food—good breakfast, good lunch
3. Proper habits of rest
4. Good ventilation in the home

It may be said, a close contact with the home was maintained, through mothers' meetings, in an effort to make the work really function. Charts of progress made in health habits were carefully kept, whereby each child was encouraged to surpass his own record.

Music. In planning the music work three individual and social needs of the group were held in mind: the development of the instinctive interest and desire of the child to express himself rhythmically, the provision of an opportunity for the child to

sing for the *pure joy of singing*, and the development of an appreciation of both vocal and instrumental music through listening to good compositions.

Spontaneous rhythmic response to instrumental music took such form as rocking the baby, sweeping, raking, etc. From this spontaneous interpretation some simple dance forms were developed. A toy orchestra was much enjoyed by the children and offered an ideal means of developing the fundamental rhythmic element in music.

Singing for the pure joy of singing was an opportunity which was offered each child daily. An effort was never made to correlate all the music work around the large center of activity, but the following songs were enjoyed by the children because of their relation to the thing they were doing:

"Rocking Baby," in *Small Songs for Small Singers*. G. Schirmer, Inc.

"The Family Circle," in *Child-Land in Song and Rhythm*, Book II. Arthur P. Schmidt Company.

"The Baby," "My Grandma," "Mother Dear," and "The Family," in *Child-Land in Song and Rhythm*, Book II. Arthur P. Schmidt Company.

"Family Song," in *First Year Music*. American Book Company.

"When My Father Goes Away," in *Songs for Little Children*. Abingdon Press.

Teaching children to sing is only one phase of the music work. To build up an appreciation of good music is of equal importance. Many children are not able to master the technique of music, but a large per cent of them can be helped to an appreciation of music and an interest in it. That there is need for greater emphasis upon training in appreciation is evident by the lack of appreciation shown by adult audiences. In the particular situation described, at least two music periods a week were devoted to music appreciation. The following are some of the selections used for this purpose:

Selections:

Arnold, Frances, "Meditation," "Gavotte," "Rustic Dance," "Calla Lilly," and "Thistle Down,"

in *Rhythms for Home, Kindergarten and Primary*, No. 1. Willis Music Company.

Crawford, Caroline, "My Dolly," in *Dramatic Games for Little Children.* Milton Bradley Company.

Hofer, Mari Ruef, "In Dolly's Kitchen," "Sleep, Dolly, Sleep," and "The Busy Housewife," in *Music for the Child's World.* Clayton F. Sunny Company.

Vesper, Ruth, "The Butterflies," "To the Fairies," in *Rhythmic Sketches.* Neville, Marple Music Company, Los Angeles, California.

Records:

"The Cradle Song"—Victor No. 152
"Etude"—Columbia No. 3099
"Giga"—Victor No. 18754
"Allegretto"—Columbia No. 3099
"Le Secret"—Victor No. 18852
"Amaryllis"—Victor No. 16774

Additional Bibliography

Stories:

Bailey, Carolyn Sherwin, "Little House Neighbors," "The House That Went Downhill," and "Saving Brother," in *Friendly Tales.* Milton Bradley Company.

Poems:

Milne, A. A., "The Wrong House," in *When We Were Very Young.* E. P. Dutton and Company.

Tippett, James S., "Apartment Houses," "In the City," "Inside Houses," "Cooking," and "Groceries," in *I Live in a City*. Harper and Brothers.

Wynne, Annette, "Mother's Fingers," "When the Day Is Over," "Sleepy Time," and "Mothers," in *For Days and Days*. Frederick A. Stokes Company.

Music:

Jones, Harriett Blanche, and Barbour, Florence Newell, "Saying Grace," in *Child-Land in Song and Rhythm*, Book I. Arthur P. Schmidt Company.

B. The Garden and City Market

As the home unit of activity described in the preceding pages neared completion, it was necessary to make plans for extending and enriching this experience in order to take care of other social needs of this group. It was felt that much had been accomplished through the previous activity, both in leading the children to a better understanding and appreciation of home relationships and in furnishing real situations

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out of which a need for the fundamental processes was felt and supplied. The interest in this particular activity was still very keen. It was planned, therefore, to develop further activities from this center—the home.

Developing the Activity

As the warm spring days approached, the children naturally became interested in the growing things which pushed their way to the outside world in the few open places to be found in the environment. The awakening of plant life, the germination of seeds, became interesting topics of discussion.

The discussion of the use of plants quite naturally led to interest in vegetables as a great source of food supply for the home. To the children in this crowded section of the city, the huckster was the chief source of supply for fresh vegetables. Many of their earliest babblings were imitations of the Italian vegetable peddler who daily called

his "tomatoes, green beans, and potatoes" at their door.

Through the splendid coöperation of the principal of the demonstration school, a little plot of ground to be used as a school garden was secured across the street from the school building. Seeds of various kinds were provided. The examination and discussion of these were a great revelation to the children.

The garden plot was plowed for them, and happy were they, indeed, when they shouldered hoe, rake, and spade to set forth to plant the garden. Radishes, carrots, onions, beets, lettuce, and peas were planted. Most faithfully did the children care for the plants, weeding and hoeing when necessary. The close of the spring term found the garden well on its way to maturity. The children coming back for the summer term enjoyed the harvest.

The question was asked one day, "Where does the huckster get his vegetables?" One

child asked, "Where are his gardens?" Thus it is readily seen how the association between the product and the soil had been made, this being quite in contrast to the answer a child had previously given when, upon being asked where tomatoes grew, replied, "They grow in baskets."

Miss C. suggested, "We might have a trip soon to find out where the huckster gets his vegetables." Notes were sent home to the parents asking permission to take the children the following day to a truck farm not far from the city limits. Cars were provided, and a most wonderful trip to the farm was enjoyed. Great care had been taken to prepare the children for this trip. The teacher had gone to the farm herself a few days before and ascertained the possibilities the trip offered for the children. Through question and direction the children were led to look for many things. Needless to say, all eyes were open on the way out, and the most patient adult in the crowd

neared the point of exhaustion in trying to answer the numerous questions asked.

The farm to which they were taken was a quite extensive, well-kept truck farm. The owner had his own stall at the city market, with large trucks to carry his vegetables each day. From the conversation lesson on pages 114-115 you will see that the owner explained to the children how the vegetables were sorted and loaded for market. The owner and his wife were most painstaking in showing every part of the farm to the children. Consequently, when the children reached home they not only displayed with great pride the bright red tomatoes the farmer had given them, but also told eagerly about the trip to the farm.

The following day the children visited their own garden with renewed appreciation and pleasure. To their surprise they found many of the vegetables ready for harvesting. The radishes were pulled, brought to the classroom, washed, and tied in bunches.

They were sold to the cafeteria and to friends for five cents a bunch. Steve, whose father was a huckster, ascertained the number to put in a bunch as well as the selling price. Sixty-five cents was realized from the sale, and the amount was used to buy a little gift for the farmer's wife.

The growth of the vegetables and the marketing of the radishes led to the suggestion, "We ought to have a market for our vegetables." "Yes! and a truck to haul them in." One little girl suggested, "We'll buy your vegetables for our home." Miss C. questioned the boys and found that their idea of the market was about as vague as that of the farm had been. The next day the boys were taken to the city market. Owing to the inconvenient way of reaching the market, the children were not all able to enjoy this experience. The boys visited the stall belonging to the owner of the farm they had visited and came back with very definite ideas as to the way they wanted to

make their market. An example of the close attention they had given to detail was shown when Nykirk made his table to hold the tray of vegetables. At the market he had seen a table with legs made of two pieces of wood nailed crosswise. Despite the poor material he had to work with and the diagonal sawing entailed, he refused to be shown an easier way and carried his idea to a successful completion.

The work of constructing the market and the trucks occupied the entire summer term. In the meantime, the vegetables from the garden were being used almost daily in the "house play" and at lunch time. It was a joyful experience when near the end of the summer term they were able to deliver vegetables from their *own* garden, in their *own* truck, to their *own* market. From this market the mother in the house was able to provide her daily food supply.

The brief description of the activity fails to portray in any real sense the joy and

THE MARKET

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interest manifested by the children in carrying it forward. The warm days of the summer found the children on time from day to day, eager to begin their work. It might be added that the materials for the market and trucks were supplied by the children, apropos the apology so often heard for not giving children this type of experience, "We haven't any materials to work with."

Outcomes

Nature study. In the carrying out of this center of interest the children came in direct contact with much nature material and thus gained a great deal of first-hand information concerning plant and animal life. In the making of their own garden the children came to know the various garden seeds, to learn how the ground must be prepared for their germination, and to know some of the simple facts relative to the germination process. The cultivation and harvesting of the garden also brought added information.

On the trip to the farm their knowledge of garden products was enlarged and enriched. Here they came in contact with both greenhouse cultivation and that in the open. The preparation of the larger fields for grain planting, as well as the animal life they observed, was of great educational value. Observations of the weather favorable to the garden were made. The value of rain and sunshine was discussed.

The farm home itself offered an interesting comparative study of home and community relationships and ways of living. In fact, it is hard to conceive of a more realistic and opportune means of introducing the group of children to an interesting field of nature study than through such activities as we have just described.

Materials. Work with materials was one form of expression which the excursion to the farm and market stimulated. The boys came back from the market with very definite ideas concerning the way they wanted to make the school market. Steve

was found waiting at the door the next morning with a huge box which, he explained, was to be used in making a truck. Very diligently did he work the following weeks in getting wheels and framework ready to use this box as the bed, or body, of the truck. The supervisor upon visiting him at his work one morning received the following bit of information: "I am putting on the brake now. I could have put it in the front, but I like the side brake best." He chose to paint the truck green, and with his own brush scrawled the name "Steve's" upon the side in black paint.

Other boys made the stalls for the vegetables, using orange crates for the foundation. These were covered with kraft paper. Trays and boxes, to be used as containers for the vegetables, were made by the girls. The girls also made and painted a most realistic assortment of clay vegetables. In the final bringing together of the products one stall was used for the clay vegetables and labeled

"Sam's place." The other stall was given the name of the farmer, "Mr. Reich's," and contained the vegetables from the garden. Price tags as well as labels for the vegetables were carefully worked out.

The following values were the result of such types of expression:

1. The child's native impulse to investigate finds satisfaction in expressing itself through:
   (*a*) Experimentation with materials
   (*b*) Seeking information through inquiry

2. Opportunity is provided for enriching the child's experience and broadening his interests

3. The opportunities for the child to express concretely the ideas gained should lead to:
   (*a*) Clarification of ideas
   (*b*) Constructive and orderly thinking

4. The opportunities offered for the cultivation of aesthetic values should enable the child to:
   (*a*) Select materials most suitable for expressing his ideas
   (*b*) Evaluate not only his own product but that of others
   (*c*) Recognize the fundamental principles of art production

Language. Conversation and discussion again became one of the principal forms of language work. The child's experience had been so enriched and extended that he was eager to talk about these new experiences. This type of expression is of great value to the child in that:

1. Verbal signs or words come to stand for meanings and ideas which are relevant to the child because of his experience with things and persons for which they stand; his ideas are clarified, and the meanings thus fixed may be used in new situations.

2. There is developed a technique for more definite, more consecutive, and more fluent use of ideas gained. This involves an enlargement of vocabulary and a continuity and freedom of expression.

3. Through the medium of constructive criticism there should be developed toward language and literature a more critical judgment and appreciation of literary values.

4. The interchange of common experiences

through oral expression leads to the need of recording facts of vital interest—reading material—and to a desire and need for books as a further source of information and pleasure.

Below are examples of some of the conversation lessons which followed the trips to the farm and to the market:

EXCURSION TO THE FARM

MISS C.: How many boys and girls enjoyed the trip to the farm yesterday? How many kept their eyes open on the way out? What did you see?

CORAINE: I saw a bungalow.

MISS C.: What is a bungalow?

JOHN: It is a little house. We don't have any around here, but they have lots of them in the country.

ROBERT: I saw a little goat in the street.

MISS C.: How many saw the goat?

FRANCES: I saw some white flowers.

BILLY: I saw some sheep.

STEVE: I saw a little cow.

MISS C.: What do you call the little cows?

CHILDREN: Calves.

FRANCES: I saw some houses. When we see these we can come to school and make them.

MISS C.: We saw several kinds of farms on the way out. What do we call the farm where the cows were?

JACK: A dairy.

MISS C.: What do we call the farm where the chickens were?

STEVE: A chicken farm.

MISS C.: What do we call the farm where we saw vegetables growing?

BILLY: A garden farm.

MISS C.: How do they take the garden things to market?

ROBERT: By truck.

MISS C.: Whose farm did we visit yesterday?

CORAINE: Mr. Reich's.

MISS C.: What did they show us first?

FRANCES: A building where they kept their trucks.

MISS C.: Were the trucks there?

JOHN: No, they were at market but they would be back in the afternoon.

MISS C.: Did you see the place where they get the trucks ready for the market?

MICHAEL: They throw away the rotten things.

MISS C.: Do you remember the shelf where they sort the things? One sign on this shelf said "Small"; one sign said "Medium"; and one sign said "Large."

What did Mr. Reich show us that they put over the vegetables when they are getting them ready for the market?

JACK: A red screen.

MISS C.: What is the red screen for?

CORAINE: To keep the flies off of the vegetables so that, when we get them, they won't have fly specks on them.

MISS C.: What did we see growing in the greenhouse?

SAM: We saw some tomatoes. Some of them were green.

MISS C.: How often do they pick the tomatoes?

MORRIS: They pick them every day.

MISS C.: What do they do with the tomatoes when they pick them?

SAM: They put them on the shelf and sort them and then pack them on the truck and take them to market.

MISS C.: What was in the next greenhouse we saw?

FRANCES: Cucumbers.

MISS C.: Who would like to tell us about them?

NYKIRK: They were growing on vines and some of them had tiny baby cucumbers on them and some had large ones on them.

MISS C.: All sizes were on the vines. Did you notice how they were fastened on a large wire? Do you know why they had them growing fastened to that wire? Mr. Reich told us that they would

grow straighter and smoother that way. When your mothers go to the store to buy cucumbers what kind do they like?

J. F.: Nice smooth straight ones.

Miss C.: That is the reason Mr. Reich puts them up on wires.

Frances: Over in the corner of the greenhouse we saw a little orange tree.

Miss C.: What did Mr. Reich have in the greenhouse to help the cucumbers grow?

Morris: Some toads.

Miss C.: Mr. Reich told us that a friend had sent him some horned toads from Texas. What do these toads do?

Frances: They eat the bugs.

Michael: My father had an orange tree and he took care of it every day.

Miss C.: We have to take care of our things if we expect them to grow, don't we?

Billy: Mr. Reich told us that he went through every greenhouse every day. They water every one every day.

Miss C.: Why does he plant his vegetables in a greenhouse instead of out in the open?

Sam: So that they can get them to the market sooner.

Billy: He plants his things pretty soon after Christmas, so that they will be ready early.

Miss C.: There was another house where something

was growing. It didn't have any windows in it. Do you know what was growing in that house?

CHILDREN: Mushrooms. Toadstools.

MISS C.: They were mushrooms. What is the difference between a mushroom and a toadstool?

BILLY: Toadstools grow under a tree and I would be afraid to eat them because they are poison. They grow wild and are poisonous and should never be eaten.

MISS C.: Yes, that is right. We must be careful and let someone choose the mushrooms who understands the difference between them and toadstools. What did we see growing out in the field?

MORRIS: Rhubarb. Pieplant.

SAM: Mr. Reich told us it was pieplant.

MISS C.: What did we see the man doing in the field?

NYKIRK: Plowing with a mule.

MISS C.: Why were they plowing the ground?

MILDRED: So the plants will grow easier.

MISS C.: Yes, there are several reasons why they do this. They want the ground loose and soft to keep the weeds out and as the plants need water they can get it more easily if the ground is not packed hard and crusty around them. It is also easier for the rain to get to the roots if the ground is loose and soft. What did Mr. Reich do when we started home?

BILLY: He gave us each a tomato.

CORAINE: I saved mine for my mother.

FRANCES: I gave half of mine to my mother and half to myself.

JACK: I put mine in a window to ripen more.

STEVE: I am going to give half to my mother and I'll take half.

JOHN: Aren't you going to give half to your daddy?

MISS C.: What did we do after we got our tomatoes?

MILDRED: Got in the cars and started home.

MISS C.: How many enjoyed the ride home?

MILDRED: I was so hungry I had to eat my tomato.

EXCURSION TO THE MARKET

MISS C.: Would a little boy like to tell what we saw at the market?

SAM: We went to Mr. Reich's place at the market. He had sold his tomatoes, but he had some cucumbers. We saw how the roof of the market was made.

BILLY: We saw Mr. Reich's truck. We saw how it was made. We saw them unload the cucumbers. The tomatoes were so good they had sold all of them. We saw some rooms and we're going to make them in our market.

STEVE: If the market is going to be big, we'll have to make the tables shorter.

FRANCES: Let's take the house down.

STEVE: No, we want the house. If we didn't have

the house, there wouldn't be anyone to buy in our market.

MISS C.: Would you like to have another room to work in so that we can make a big market? Has any other boy anything to say?

NYKIRK: I think we ought to have a market and another across the street.

MISS C.: Was that a street?

SAM: No, it was a sidewalk.

MISS C.: Would you like to tell what you are going to make, boys?

STEVE: I'm going to make a huckster wagon out of boxes, and a horse. I would like to have some boys to help me because the horse will be hard to make.

MISS C.: Would the two boys who didn't go to the market like to help Steve?

NYKIRK AND BILLY: We're going to make a truck.

STEVE: We would like the girls to make the fruit and things out of clay.

MISS C.: Would you like to do that, girls?

GIRLS: Yes, we can make them out of clay.

J. F. AND SAM: We're going to make the rooms.

JACK AND MORRIS: We're going to make the stands.

OTHER BOYS: Make a stand on the other side of the walk.

Stories in connection with the center of interest were also used. The children had

by this time gained such power in reading that they were selecting many of their own stories, reading them, and reproducing them for the pleasure of the group. Here, as in all phases of the work, the value of creative work was recognized and encouraged. The following is a group story worked out after the planting of the garden:

OUR GARDEN

We have a garden. It is our very own. Mr. Buckles had it plowed for us. We took our hoes and spades and rakes and made the dirt nice and smooth. It had big knots in it.

Yesterday we planted our garden. We had many seeds to plant. Some of the seeds were big, some were little. We had radish, beet, pea, bean, lettuce, and onion seed to plant.

Mr. Peters took our picture while we were planting our garden. He played a joke on Miss Carey. She did not want to be in the picture, but he fooled her.

We hope our seeds will grow so we can have vegetables to cook on our new stove.

Dramatic play. Dramatic play was one of the enjoyable outcomes of this activity. The huckster delivered his vegetables to the

market, the small truck called at the door of the home, and, as the picture on page 107 shows, the various proprietors in charge at the market waited on their customers. The play did not confine itself to the particular group, but buyers came from other rooms in the building to investigate the city market products and prices.

Reading. At this point the children had already gained considerable power in word recognition and were engaged in many different types of reading activities. Practically all the books listed at the close of this discussion were to be found on the library table or shelves. The library corner had been made one of the most attractive spots in the room.

The following library hour was observed with this IB group near the close of the summer term, or after they had been in school about six months:

Miss C.: Mary Margaret, read the signs in the library this morning. I wonder if you would like to have her read them now.

MARY MARGARET (reading): "Take your turn." "Clean hands make clean books." "Books are our good friends."

MISS C.: Which of these did we think about?

CHILDREN: We washed our hands as we came in from recess.

MISS C.: How many would like to go to the library? Why do we go to the library?

CHILD: To tell stories to others.

BILLY: To have fun in reading.

HENRIETTA: I want to find out the rest of my story.

NYKIRK: So do I. I am reading about the bear.

MISS C.: How many have a book in mind? (Hands go up.) Suppose that book is gone?

BOB: Take another one.

Two *good helpers* were chosen to be librarians. The children went to the library and selected their books without assistance. They spent twelve minutes in reading silently and raised their hands if help was needed. Help was given by a number of cues: referring back to familiar content, such as charts; supplying the word which presented difficulty; using the thought cue; and, in some instances, using the simple phonetic elements

they had learned. Each child was made conscious of his individual reading needs through the progress charts, and these needs were the incentive for the group and individual drills which were carried on from time to time.

At the close of the reading period, the children were asked to keep their places in their readers and go to the front of the room. Various persons told stories or read the passage or poem which needed to be read to be appreciated. The following are typical of the reports from the children:

HENRIETTA: My story was about the three little kittens. The mother cat was going to town to get the little kittens some mittens. I thought it was funny about the mittens. Who ever heard of cats having mittens? (Child laughs.) I think the children would like this story.

GEORGIA BELLE: My story was about Holland.

MISS C.: What is Holland?

GEORGIA BELLE: Where the Dutch live. I would like to tell the children the name of my book so they can read it. Its name is *The Land of the Dutch.*

MISS C.: I didn't know about that story. It is in a second reader, and I did not know we had that on our library table. You were smart, Georgia Belle, to read that story.

NYKIRK: I read some more of the bear story, but I did not finish it.

SAM (after telling part of the story of "The Pancake"): I didn't get to read any further. (Another child starts to tell Sam the rest of the story.)

MISS C.: Would you want to spoil the story for Sam?

MARY MARGARET: I finished the story about "The Trip to the Farm." Here are the pictures. (She shows the pictures and tells the story from them.)

PEGGY: I have a poem I should like to read to you.

In the type of reading activity described the child was not only cultivating the reading habit, but at the same time was forming rather highly important individual and social habits. The personal element involved in the selection of his own book to read not only added interest to the experience, but also tended to give the child a keener appreciation of the importance of books. A personal responsibility for meeting certain definite standards in the use of the books as well as in making a contribution to the class

discussion was felt. Habits of clear thinking and judging were strengthened by the hints and summaries which were given about what they had read. Habits of courtesy and consideration were emphasized and respected by the children.

In addition to this type of reading, numerous charts and bulletins bearing directly on the unit of activity were developed and read daily. Following the plan used in the "house interest," a daily bulletin was found on the bulletin board when the children came into the room in the morning and was the center of the reading interest. Following are copies of some of the many bulletins used:

We are going to the garden.
We want to hoe around the plants.
We want to pull the weeds.
We want our garden to grow.

This is the day for our trip.
The sun is shining.
We are all ready for the farm.
Who will tell us what we want to know
about the farm?

We went to the garden yesterday.
We hoed around the plants.
We pulled the weeds.
We pulled the large radishes.
We cleaned them.
We sold them for five cents a bunch.
We have 65 cents from our sale.

The boys went to the City Market.
They saw Mr. Reich's stall.
They saw the big truck.
They saw how to make our market.
We are going to start our market to-morrow.

The following list includes many of the sets of readers as well as individual copies and selections which were used as reading material for the particular center of interest:

Brooke, Leslie, *Jimmy Crow's Garden.* Milton Bradley Company.

Coleman, Bessie B., Uhl, Willis L., and Hosic, James Fleming, "Little Red Apple" and "The Apple Man," in *The Pathway to Reading Series*, Primer. Silver, Burdett and Company.

Coleman, Bessie B., Uhl, Willis L., and Hosic, James Fleming, "The Dinner Party," "Signs," "The Pet Shop," and "Hop, Skip, and Jump," in *The Pathway to Reading Series*, First Reader. Silver, Burdett and Company.

Freeman, Frank H., Storm, Grace E., Johnson, Eleanor M., and French, W. C., *Child-Story Readers*, Primer and First Reader. Lyons and Carnahan.

Hardy, Marjorie, *The Little Book.* Wheeler Publishing Company.

Hardy, Marjorie, *Surprise Stories.* Wheeler Publishing Company.

Hardy, Marjorie, *Wag and Puff.* Wheeler Publishing Company.

Lindsay, Maud, "The Wee Nest" and "The Little Pig with the Curly Tail," in *The Pathway to Reading Series*, First Reader. Silver, Burdett and Company.

Orton, Helen Fuller, *Bobby of Cloverfield Farm.* Frederick A. Stokes Company.

Orton, Helen Fuller, *Prince and Rover of Cloverfield Farm.* Frederick A. Stokes Company.

Orton, Helen Fuller, *Summer at Cloverfield Farm.* Frederick A. Stokes Company.

Pennell, Mary E., and Cusack, Alice M., *The Happy Children Readers*, Book One. Ginn and Company.

Serl, Emma, *Everyday Doings at Home.* Silver, Burdett and Company.

Serl, Emma, *Work-a-day Doings.* Silver, Burdett and Company.

Serl, Emma, *Work-a-day Doings on the Farm.* Silver, Burdett and Company.

Smedley, Eva A., and Olsen, Martha C., "The Family," "The House That Father Made," "The Doll House," "The House That Brother Made," "The Lost Boy," "The Pumpkin Seed," "Honest Peter and the Pig," "The Little Gray Pony," and "The Basket House," in the *Smedley-Olsen Reader*, Primer. Hall and McCreary Company.

Smedley, Eva A., and Olsen, Martha C., "The Frog That Went to School," "The Wonderful Baby," "Black Biddy at School," and "Brownie and the Kittens," in the *Smedley-Olsen Reader*, Book I. Hall and McCreary Company.

Tippett, James S., *The Singing Farmer.* World Book Company.

John C. Winston Company, "Farmer Brown's Turkey" and "Old Tom's Fright," in the *Winston Companion Reader*, First Reader.

Zirbes, Laura, and Keliher, Alice V., *The Book of Pets.* Keystone View Company.

Zirbes, Laura, and Wesley, Marian J., *The Story of Milk.* Keystone View Company.

Zirbes, Laura, and Wesley, Marian J., *Workers.* Keystone View Company.

Number. Number was not given any special place in the daily program, but many opportunities were offered in the house, the garden, and the market activities to gain

some knowledge of number as well as the ability to solve some simple problems and to acquire a few simple arithmetical skills.

Practice in counting was offered in the counting of the rows of seeds planted in the garden, in counting the number of vegetables in the bunches prepared for selling, in counting the money from the sales, and in counting the number of boards for the sides of the house.

Knowledge and use of measurement came in measuring the boards for the sides of the house, for the windows and doors, and for the legs of tables and chairs; in making and marking a measuring stick to be used in marking off and planting the rows in the garden; and in measuring the ingredients of the recipe for boiled dressing. The experiences prepared the way for interest in the use of the foot and yard measures and also provided an opportunity to become familiar with the simple units of liquid measure.

The need for reading and writing numbers

was felt in numbering the pages of their reading booklets, in making the signs for the market, and in making house numbers and telephone numbers.

Knowledge of coin values, as well as simple number group relations, was gained in getting market prices and in selling the vegetables, in buying the ingredients for the mayonnaise, and in buying the gift for a friend.

While no special emphasis was put upon number experiences, it can readily be seen how the need for such knowledge and skill arose in these natural social situations and that the work while "incidental" was far from "accidental."

Writing. No attempt to teach a system of writing was made in this first-grade situation. The majority of the children, however, early manifested a desire to write. The needs for writing their names on booklets and other possessions, for signs and labels in their constructive activities, and

for traffic signals and street signs called for in dramatic play—all seemed imperative to the child. To meet these needs and at the same time to take into consideration the child's lack of muscular coördination in the finer movements presented a problem to the teacher. Large pencils were always provided for the children when they wanted to write, and they were encouraged to write words and sentences from the beginning.

While the results were perhaps rather crude as compared with a method where much emphasis is placed upon drill in technique, yet the joy and satisfaction felt by the child possibly represented immeasurable values.

Additional Bibliography

For the Teacher:

Carpenter, Frank George, *How the World Is Fed.* American Book Company.

Carpenter, Frank George, *How the World Is Housed.* American Book Company.

Chamberlain, James Franklin, *How We Are Clothed.* The Macmillan Company.

Chamberlain, James Franklin, *How We Are Fed.* The Macmillan Company.

Chamberlain, James Franklin, *How We Are Sheltered.* The Macmillan Company.

Hartman, Gertrude, *Home and Community Life.* E. P. Dutton and Company.

Nida, William L., *Farm Animals and Farm Crops.* Houghton Mifflin Company.

Tappan, Eva M., *The Farmer and His Friends.* Houghton Mifflin Company.

Stories:

Lindsay, Maud, "Mrs. Specklety Hen," "The Little Pig," and "Patsy the Calf," in *More Mother Stories.* Milton Bradley Company.

Poulsson, Emilie, "Five Peas in a Pod," "A Barnyard Talk," "The Farmer and the Birds," and "How the Beans Came Up," in *Child's World.* Milton Bradley Company.

Picture Books:

Caldecott, Randolph, *The Farmer's Boy.* Frederick Warne and Company.

Gabriel, Samuel, *Farmyard Friends.* Samuel Gabriel Sons and Company.

Gabriel, Samuel, *Field and Farm.* Samuel Gabriel Sons and Company.

Poulsson, Emilie, *Through the Farmyard Gate.* Milton Bradley Company.

Smith, E. Boyd, *The Chicken World.* J. P. Putnam's Sons.

Smith, E. Boyd, *The Country Book.* Frederick A. Stokes Company.

Smith, E. Boyd, *The Farm Book.* Houghton Mifflin Company.

Books to Be Read by Pupils:

Gabriel, Samuel, *Buttercup Farm.* Samuel Gabriel Sons and Company.

Hardy, Evelyn, *Off to the Farm.* Thomas Nelson and Sons.

Poems:

Dodge, Mary Mapes, "Nearly Ready," in *The Posy Ring.* Doubleday, Doran and Company.

Milne, A. A., "The Little Black Hen" and "Busy," in *Now We Are Six.* E. P. Dutton and Company.

Milne, A. A., "Summer Afternoon," "The Invaders," and "The Dairymaid," in *When We Were Very Young.* E. P. Dutton and Company.

Wynne, Annette, "Suppose You Were a Little Seed," "The Little Seed Speaks," "Beginning to Grow," "In the Garden," "Here's the Seed," and "It Must Be Fine to Stand and Sell," in *For Days and Days.* Frederick A. Stokes Company.

Music:

"Spring Is Here," "Our Garden," "The Cow," "Piggly-Wig," "The Farmyard," "Huckster,"

and "Fruit Vender," in *Child-Land in Song and Rhythm*, Book I. Arthur P. Schmidt Company.

"Farmer in the Dell," "Jolly Is the Miller," "Oats, Peas, Beans, and Barley Grow," and "Now, Mow the Oats," in *Children's Old and New Singing Games*, by Mari R. Hofer. A. Flanagan Company.

"The Chicken" and "Mr. Rooster and Mrs. Hen," in *Small Songs for Small Singers*. G. Schirmer, Inc.

"My Garden," "The Little Plant," "The Farmer Calls," and "The Rain," in *Songs for Children*. Milton Bradley Company.

Questions and Exercises

1. Justify the present tendency toward a unification of the kindergarten-first-grade program from the standpoint of (1) child development and (2) the curriculum.

2. What factors have operated in the past to prevent this unification?

3. Of what value to the first-grade teacher are the records kept in the kindergarten?

4. Explain the term "reading readiness." What phases of the kindergarten program should make a contribution to reading readiness?

5. Show that, in the initiation and development

of the house unit of activity, problems arose which stimulated reflective thinking on the part of the group. How may the teacher assist pupils in reflective problem solving?

6. Discuss the value of such checking devices as the assignment and progress chart described in the house unit.

7. Evaluate the materials used in carrying out the house unit of work from the standpoint of the physical, mental, and social development of the group. Devise standards to be used as a basis for this evaluation.

8. What is the value of using children's experiences, such as described in the house and market units, as subject matter for reading?

9. List the interests of children at the six-to-seven-year level. Examine several books for the first-grade child. How adequately does this material provide for children's interests?

10. What use can be made of the informal test in diagnosing class weaknesses in reading?

11. An essential objective in the teaching of reading is to create a permanent desire and love for reading. To achieve this, the child must experience joy and satisfaction in the reading process. This experience comes only through mastery in word recognition. What place does drill have in the

realization of this objective? In drill work what consideration should be given to individual differences?

12. What opportunities for growth in language development did the house and garden activities provide?

13. Discuss the value of the type of reading described on pages 121-125. How does this type develop permanent reading interests?

14. In what way would the garden and market activity make an appeal to the child's interest in nature?

15. In the dramatic play described in connection with the house unit of work what instincts and capacities would manifest themselves?

16. Determine the value of such a unit of activity as that of the garden and market in leading the children to the realization that other people besides those in their immediate environment contribute to their welfare and happiness.

Selected References

1. Dewey, John, *Democracy and Education*, Chapter XII. The Macmillan Company.

2. Dewey, John, *How We Think*, Chapter XII. D. C. Heath and Company.

3. Dynes, Sarah A., *Socializing the Child*, Chapter III. Silver, Burdett and Company.

4. Gray, W. S., and Zirbes, Laura, "Primary Reading" in *The Classroom Teacher*, Vol. II, Chapter I. The Classroom Teacher, Inc.

5. Mathias, Margaret E., *The Beginnings of Art in the Public Schools*, Chapter V. Charles Scribner's Sons.

6. Moore, Annie E., *The Primary School*, Chapters III and VIII. Houghton Mifflin Company.

7. Parker, S. C., and Temple, Alice, *Unified Kindergarten and First-Grade Teaching*, Chapters I, II, III, IV, and V. Ginn and Company.

8. Pechstein, L. A., and Jenkins, Frances, *Psychology of the Kindergarten-Primary Child*, Chapters XII and XIII. Houghton Mifflin Company.

9. Storm, Grace E., *The Classroom Teacher*, Vol. IV, Chapter IV. The Classroom Teacher, Inc.

10. Terman, Lewis M., and Lima, Margaret, *Children's Readings*, Chapter IV. D. Appleton and Company.

11. Troxell, Eleanor, *Language and Literature in the Kindergarten-Primary Grades.* Charles Scribner's Sons.

12. Yoakam, Gerald A., *Reading and Study*, Chapter XIII. The Macmillan Company.

CHAPTER V

UNITS OF ACTIVITY FOR THE SECOND GRADE

A. The Post Office

The post office activity was carried out in a second grade of the Woodland School[1] during the summer term. Although the time was too short to permit an extensive study, it is hoped that the work done may suggest some of the many other possibilities of the unit of study.

In the first year of school the child has been made more able to understand and appreciate his environment through such units of work as the home, the farm, and the market. In the second grade he is curious to understand further the people who help us in the community and the nature of the work they do. By a study

[1]Lucie Thomson, Teacher.

of community helpers, such as the postman, the milkman, the iceman, and others, the child is enabled to understand in at least an elementary way that the community is so linked together that we depend on one another. Then, too, by such concrete material the child is led to see that in good group life it is necessary for each person to do his part.

That the child might better understand community life, the teacher set the stage for the following study by introducing to the children a real character, Robert Thomas, who lived on a farm. Robert sent a large bunch of daises which he gathered in the meadow. These were a surprise to the children. They furnished a motive for a discussion of farm life, which was enlivened by pictures of daisy fields, of cows in meadows, of milking both by hand and by machinery.

Then a second surprise came—a letter from Robert:

Havenhill Farm,
St. Joseph, Missouri,
June 10, 1928.

Dear Boys and Girls of the Second Grade:

How are you? I live at Stop 16 on the Savannah Interurban, three and one-fifth miles north of St. Joseph, Missouri.

For pets I have a cat, five kittens, a pup, and a dog.

I live on a dairy farm. My Daddy has twenty-nine Jersey cows and lots of calves. I have a calf of my own. My brother, Earl Thomas, Jr., has two calves. We like to go to town on the milk truck, and we take turns delivering milk.

We get our mail by Rural Delivery. The mailman comes in a car once a day except Sundays and holidays. We get our mail about 10:30 A.M.

I am sending you a kodak picture of my sister, Emma Louise, and me with some of our flowers. We have lots of flowers.

Your teacher used to live near us.

Yours truly,
Robert Thomas.

The letter was read by the children and placed on the bulletin board. It will be noted that Robert Thomas lived in the country in somewhat the same surroundings

as Tom Reed, the chief character in the book *New Stories*[1], which was to be the basis of much of the reading to be done.

From the letter came a discussion of Robert's pets, his flowers, the duties of the members of his family, and how he received his mail. Pictures helped the children to an understanding of the rural mail box, its size and shape, and the name on the box, which serves the same purpose as our street and house number. The route of the carrier and his faithfulness as a worker were also discussed.

The children suggested that they answer Robert's letter and thank him for the flowers. There were lessons in which the proper form and material, interesting subject matter, the way to address envelopes, the return address on the envelope, and the place to put the stamp were discussed.

Then *New Stories* was introduced, and the children read about Tom Reed, who

[1]Hardy, Marjorie, *New Stories*. Wheeler Publishing Company.

received a letter which surprised him. The children wanted to play post office; so by means of some orange boxes and kraft paper, windows were made across the opening of the cloakroom doors. There was a general delivery window and one for stamps. One of the boys, who wanted to make a delivery truck, brought a small express wagon and with the help of two other children built a top for it. An airplane flying low one day brought up a discussion of the air service, its speed in delivering letters and packages, the airport of Kansas City, and the bravery of the mail pilots. One child noticed on the mail trucks, "Air mail averages 100 miles per hour." This information was immediately printed and put on the children's mail truck.

An interesting visit was made to the room by the postman, who told the children where and how he got his mail. He showed the children his bag and cap and answered their questions.

THE POST OFFICE

The second grade of the Woodland School engaged in dramatic play.

COLUMBIA, MO.

Activities

The following are some of the activities which were stimulated by the post office interest:

Making envelopes
Collecting stamps
Writing letters to Robert
Making a post office
Making bags for the carriers
Making bags to put on trains
Making the mail truck
Making caps for the carriers
Making a rural mail box
Making street signs and naming aisles for streets
Numbering desks for houses
Making a room directory
Collecting envelopes
Visiting a post office
Visiting an airport to see arrival, loading, and un loading of mail plane
Weighing packages
Selling stamps
Cutting letters for signs
Dramatizing parts of Tom's letter
Playing these charades:
  Carrying mail
  Sweeping the street

Getting breakfast
Driving a street car
Bringing ice
Putting out fires
Helping children across the street
Helping children get well
Milking a cow
Making shoes
Selling groceries
Driving a truck
Bringing milk
Building a house
Taking garbage

Illustrative Material

Some of the illustrative material used in the activity was:

Air-mail envelope
Authorized picture of U. S. mail plane
Picture of letter carriers
Milk bottles, actual size—quart, pint, half-pint
Stamps of the more common denominations

Outcomes in Terms of Subject Matter

Spelling. The following words were commonly used in the activity. They were listed and learned by the children.

dear	stamps	carry	wrote	post office
letter	June	bag	flowers	postmaster
mail	July	house	meadow	our
your	box	write	daisies	free
summer	give	glass	thank	deliver
help	busy	milk	tie	city
helpers	train	street	wrap	town
neat	night	number	package	Kansas City
kind	cream	sort	paper	truck

Reading. The children came together in one group for much of the reading from *New Stories.* A few of the better readers were chosen to find the answers to questions given by using some of the easy material found on the library table. The children found it necessary to read the streets and numbers accurately and readily in order to deliver mail to the correct addresses. In dramatic play stimulated by the post office activity the rows of desks were given names of streets and individual desks were numbered.

Units, some of which were composed coöperatively in class, were printed by the

teacher and hung on the wall, where the children enjoyed reading and rereading them. The following are examples of these units:

Robert Thomas sent some daisies to us.
He picked them in the meadow.
He wrote us a letter.
We answered and thanked him for the flowers.

This letter was carried to Kansas City
by an airplane.
The airplane travelled much faster
than a railroad train.
The plane landed at the port across the river.

Tom rode on the Limited when he went to Chicago.
He sat at the window.
The land seemed to fly past.
When he ate lunch, the porter brought him milk.

What kinds of stamps do you know?
What could you do with used stamps?

Who knows,—
Where do cows live?
Where do cows sleep?
How does the farmer milk the cows?
Why does the milk come in bottles?
Why are some bottles large and some small?
How can we take care of bottles?

Number work. Sheets of stamps were measured off and decorated. Skill was acquired in measuring accurately and in laying the ruler straight and holding it firmly. The children also had practice in counting by 1's, by 2's, by 5's, and by 10's, using the sheets of stamps. They were led to see that a knowledge of number facts would, if made mechanical, enable them to do their work with more speed and pleasure. Practice in certain combinations and in the tables was had in tearing off rows or parts of rows of stamps. Multiplication was also needed in finding the cost of eight two-cent stamps and in similar problems. There was also opportunity to learn how to use the scales in weighing packages. In making the flag to float over the post office it was necessary to measure the stripes and paste them accurately one-half inch apart.

Language. Oral expression was stimulated by class discussions and questions, by dramatic play, and by dramatization.

Written expression was developed through letter writing, addressing envelopes, making a room directory, numbering the desks, and writing street signs. One of the letters stimulated by the activity was in the following form:

Woodland School,
Kansas City, Missouri,
June 15, 1928.

Dear Robert,

We thank you for those daisies that you gave us. Those daisies are as pretty as can be. I do love them. Good-by to all.

Yours truly,
Cathleen

The following poems related to the unit were read for appreciation and memorized —others read may be found in the bibliography:

"The Postman," in *For Days and Days*, by Annette Wynne. Frederick A. Stokes Company.

"The Ice Cream Man," in *Taxis and Toadstools*, by Rachael Lyman Field. Doubleday, Doran and Company.

"The Cow," in *A Child's Garden of Verses*, by

Robert Louis Stevenson. Charles Scribner's Sons.

"The Policeman," in *Poems for the Children's Hour*, by Josephine Bouton. Milton Bradley Company.

Music. Songs used in relation to the unit of work were these:

"The Postman," in *Universal School Music Series*, Primer. Hinds, Hayden, and Eldredge, Inc.

"The Grocery Store," "The Dairy Maids," "The Carpenter Shop," "The Bake Shop," "The Filling Station," "The Fruit Seller," "The Fire Engine," and "The Churning Song," in *The Music Hour*, Second Book. Silver, Burdett and Company.

"The Postman," "Busy Blacksmith," "The Friendly Policeman," "Gallant Fireman," and "The Carpenter at Work," in *Child-Land in Song and Rhythm*, Book II. Arthur P. Schmidt Company.

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Dunn, Arthur W., *The Community and the Citizen.* D. C. Heath and Company.

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Judd, Charles H., and Marshall, Leon C., *Lessons in Community and National Life,* Series A, B, and C. Government Printing Office, Washington.

Books and Stories:

Freeman, Frank N., Storm, Grace E., Johnson, Eleanor M., and French, W. C., "The Fire House." "The Post Office," "The Fireman," "The Policeman," "The Scissors Man," and "The Grocer," in *Child-Story Reader,* First Reader. Lyons and Carnahan.

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Horn, Ernest, and McBroom, Maude, "Where We Buy Things" and "People Who Help Us," in *Learn to Study Readers,* Book II. Ginn and Company.

Howard, Inez M., Hawthorne, Alice, and Howard, Mae H., *The Language Garden.* The Macmillan Company.

Howard, Inez M., Hawthorne, Alice, and Howard, Mae H., *Number Friends.* The Macmillan Company.

Mathews, Florence, and Coffin, Rebecca, *City Stories Told by City Children as They Go Exploring in New York.* The Macmillan Company.

Meigs, Cornelia, *The Wonderful Locomotive.* The Macmillan Company.

Pennell, Mary E., and Cusack, Alice M., "A Letter to Father," "Mailing the Letter," and "A Surprise," in *The Happy Children Readers,* Book Two. Ginn and Company.

Zirbes, Laura, and Keliher, Alice V., *The Book of Pets.* Keystone View Company.

Zirbes, Laura, and Wesley, Marian J., *The Story of Milk.* Keystone View Company.

Zirbes, Laura, and Wesley, Marian J., *Workers.* Keystone View Company.

Poems:

Farjeon, Eleanor, "The Shopman," in *Poems for the Children's Hour.* Milton Bradley Company.

Field, Rachael Lyman, "Skyscrapers," "City Lights," "The Restless Balloon," and "Rain in the City," in *The Pointed People.* Yale University Press.

Field, Rachael Lyman, "The Flower Cart Man," "Sandwich Men," "The Ice Cream Man," "The Pretzel Man," "Sandy Sawyer," and "The Cobblers," in *Taxis and Toadstools.* Doubleday, Doran and Company.

Rossetti, Christina, "The Postman" and "Eight

O'Clock," in *Sing Song.* The Macmillan Company.

Tippett, James S., *I Live in a City.* Harper and Brothers.

Tippett, James S., *The Singing Farmer.* World Book Company.

Watts, Marjorie Seymour, "The Policeman," in *Poems for the Children's Hour.* Milton Bradley Company.

Wynne, Annette, "The Traffic Man," "The Postman Is a Happy Man," "It Must Be Fine to Stand and Sell," and "The Postman," in *For Days and Days.* Frederick A. Stokes Company.

B. Indian Life

In the second grade the topic "primitive life," as approached through a study of Indians, may lead the child to a realization of the nature of history. History is the story of changes, the story of the past. The child can be led to understand that we have not always lived here, that there was a time when no one but the Indian was here. Then, too, the child interprets his own environment by contrasting it with another

environment. He learns by comparison and contrast. The Indian activity offers a fine opportunity for such study, which may be stimulated by questions similar to the following: What did the Indian mother do that your mother does? What did she do that was different?

Some outstanding objectives of the study of Indian life are: (1) to show that problems of food, clothing, shelter, and transportation are solved in various ways because of different environment; (2) to furnish a basis for further study of history and geography; (3) to develop a sympathetic understanding and a tolerant attitude toward people of other races; (4) to lead the child to appreciate the advantages and conveniences of to-day by contrast with Indian life; and (5) to provide abundant opportunity through which the child may experience vicariously the thoughts and moods of the red man.

In teaching Indian life in the second grade

it is desirable to present one particular tribe and study its environment and mode of living. The study may be built around the life of an Indian child. For instance, in a study of the Blackfoot Indians the work may be centered around the story of Sinopah.[1] The following topics are suggested: (1) the birth of Sinopah, the Blackfoot Indian baby; (2) how Sinopah's father obtained food; (3) how Sinopah's mother prepared food; (4) how Sinopah traveled; (5) the house in which Sinopah lived; and (6) the games Sinopah liked to play. Other topics may be added. These general topics include many specific ones suitable for single lessons. For example, the topic "How Sinopah's mother prepared food," includes subtopics, such as "How Sinopah's mother made pemmican" and "How Sinopah's mother made corn bread."

Since much of the material is too difficult

[1]Schulz, J. W., *Sinopah, the Indian Boy.* Houghton Mifflin Company.

for a second-grade child to read, it can be presented by the teacher's telling or reading it to the children. The story of Sinopah can be presented by short stories about the topics desired. The following is an example:

How Sinopah's Mother Made Pemmican[2]

Yesterday we learned about the buffalo hunt. Would you like to know what Sinopah's mother did with the buffalo meat?

The hunters had killed several hundred buffaloes in the chase. Sinopah's father helped skin the buffaloes. After Sinopah's mother had cut the buffalo meat with stones and flint knives, the meat was carried on horseback to the camp, which was pitched near a large prairie lake. For days Sinopah was busy helping his mother stretch and cure buffalo hides. All day long his mother cut meat into thin sheets and put it on trees, bushes, and drying scaffolds near the camp. Some of the meat looked dark red when the sun shone on it. The strips of fat looked very white until they began to turn brown under the hot sun and dry winds.

It was after these great hunts that Sinopah enjoyed eating fresh meat that his mother broiled over the camp fire. But the roasted tongue of the buffalo

[2]See *Sinopah, the Indian Boy*, pp. 22-23.

was the part he liked best. It was for this reason that Sinopah liked to go with his father on the buffalo chase.

There was something else made of buffalo meat that Sinopah was fond of, too. It was called pemmican. One day Sinopah's mother started to make pemmican. Sinopah was very happy as he watched his mother working, for he knew that in months to come he would have something sweet to eat. His mother pounded the buffalo meat and mixed the grease (marrow) from bones with it. After she mixed it well, she put it into bags made of fresh hides. After the bags were filled, the tops were sewed up. Then they were stored away for many months. As the hides shrank they made the bags smaller. The meat inside became very hard and sweet. Sinopah was always very happy when the men killed many buffaloes, for he knew that he would have meat to eat for many months.

Discussion

How was the meat dried? (By hanging it on scaffolds, bushes, and trees in the hot sun) What part of the buffalo meat did Sinopah like best? (Roasted tongue) What was the meat mixed with to make pemmican? (Grease from bones) What

was the pemmican put into? (Bags of fresh hides) What was done with the pemmican? (Eaten several months afterward) Who prepared the meat? (His mother) What did the men do in helping get buffalo meat? (Killed the buffalo and skinned it)

Would you like to draw some pictures of the story for your Indian books? What could you make? Yes, a picture of Sinopah helping his mother stretch hides. A picture of Sinopah's mother broiling meat. It would be interesting to write some sentences under each picture. Tell me what to write on the blackboard, and then you may copy it in your books.

Activities

The choice of activities depends largely upon their appropriateness to the situation at hand—to the children's interests, to the illustrative material available. Following is

a suggested list, to which others may be added:

1. Make an excursion to a museum to study dress.
   (*a*) Dress dolls as Indians. Make simple dresses trimmed with fringe and designs.
   (*b*) Make dresses for one another. Work in small groups. Make dresses of paper. Decorate headdress with paper feathers or dyed chicken feathers.
2. Construct a wigwam in the room.
   (*a*) Use khaki cloth and poles.
   (*b*) Decorate cloth with symbols.
3. Make a canoe.
4. Make some symbols from the sign language, as:

(leaf) (lightning) (whirlwind)

(river)

5. Grind corn and make bread.
6. Parch corn.

7. Make vases and cooking utensils of clay.

8. Make beads of clay or of teeth or of bones of animals.[1]

9. Make a puppet show portraying some phase of Indian life, such as hunting, fishing, or playing games.

10. Make a moving picture showing some phase of Indian life.

11. Dramatize an original play or story of Indian life.

12. Make booklets illustrating the story of Sinopah, with writing or printing to accompany each picture.

13. Arrange a curio store.

An Indian Activity in the Frances Willard School[2]

On Columbus Day the second-grade children were told something of the story of Columbus and were shown pictures that helped to make the story more real. When

[1]Beads for the children to wear may be made from flour and salt and painted bright colors. Use 4 cups salt, 2 cups flour, and 2 cups water. Mix flour and water. Heat salt, add flour and water, and roll mixture into balls. The teacher should see that children do not get the impression that Indians made salt beads.

[2]Mary Kelley, Teacher.

shown a picture of some Indians like those Columbus found in this country, one little boy said, "I have an Indian suit." Immediately several others spoke, saying, "So have I." The children were asked if they would like to wear their Indian suits to school to dramatize the story. The dramatization was followed by a conversation lesson in which the children were asked: "How many have seen real Indians? Where?" Some had seen them in Colorado, in New Mexico, in a show, or in a store. This question followed: "How are these Indians different from us?" Later the children were asked: "How many would like to find out something more about the Indians?" At the close of the lesson these sentences were written on the board: Tomorrow we shall talk about some ways we may learn about the Indians. Let us see who can think of the most ways.

When the children made their reports, these were some of the answers: "I found

an Indian story in my reader." "We could get books from the library." "I found something about Columbus in my Book of Knowledge. Perhaps I can find something about Indians." "We have some Indian moccasins at home." The teacher asked, "What helped us to remember the story of Columbus?" "Pictures," was the answer. This outline was written on the blackboard:

Ways we may learn about Indians:
1. By reading
2. From pictures
3. By looking at Indian curios
4. By talking to people and asking questions
5. By visiting the library

At the conclusion of the lesson the children were asked to look through some books at home and at school and, when they found something about Indians, to put a bookmark in that place. It was decided to begin collecting pictures and curios. A committee was also appointed to visit the Kensington Library that evening and report

the next day on what was to be found there that would be helpful.

The next morning the committee gave their report. They reported three helps—books, pictures, and an Indian exhibit. The librarian had sent a note to the teacher inviting the children to visit this exhibit and suggesting that there was a larger one in the museum at the main library. She also stated that some of the pictures might be borrowed. She sent a list of all the books about Indians in the library.

The children next reported on the helps they were able to find at home and at school. The teacher offered her contribution by showing some pictures, a flint arrowhead, a pottery vase, and a magazine having a splendid article on Indian life and fine illustrations.

These questions were then discussed: After you learn a great deal about the Indians, would you like to tell some one else? Whom do you want to tell? How

shall we plan to tell them about the Indians? The children made the following decisions, which the teacher wrote on the board (the teacher sometimes asked the questions that led to these decisions):

1. To have an Indian exhibit November 15, 2:00 P.M.
2. To invite Room 15 since they had invited us to their Columbus play
3. To entertain them with a short program and the exhibit
4. To visit the Kensington Library
5. To visit, if possible, the museum at the main library
6. To bring to school all pictures, curios, etc., that could be collected from home or the homes of friends
7. To use books with stories about Indians for our weekly book-day period

The first week, therefore, had been spent in providing the situation and stimuli to action. The children were then ready to begin the work in subject matter necessary to carry out the activity.

Since many Indian suits had been brought, attention was first given to the topic of clothing. It was suggested the children read the story "Forest Rover."[1] Questions to guide the children in their individual reading and thinking were put on the board. This reading was done at the between-recitations period, and reports on it were made at the language period. The topic of clothing was carried over into handwork by having the children dress Indian dolls and make headbands, necklaces of clay beads, and Indian suits.

Other topics, such as shelter, food, and home life, were taught in much the same way by being introduced with a story, a song, or a reading lesson. The children were given something definite to find out or to do. After they had been given time to do the work, while using all available sources of information, they were checked by reports and conversations. They often

[1]Coe, Ida, and Christie, Alice J., *The Story Hour*, Book One. American Book Company.

wrote a few sentences about the subject for their booklets. Much of the work carried over into handwork of the self-directed period.

For a nature lesson an excursion was made to Penn Valley Park to observe some plants which the Indians used for dyes and some paths that had probably been the trails of the Indians. The children exclaimed when they saw the lifelike statue of an Indian on horseback, "The Scout," by Cyrus Dallin.

The children wrote letters to their parents asking for permission to visit the library and inviting them to accompany them. They also wrote letters to the librarian setting a definite time to make their visit. Afterwards they wrote letters expressing appreciation of her kindness and help.

While the children were allowed the freedom of seeing and enjoying the whole library exhibit, they were organized into groups to obtain specific information. For example, two children were to select a dozen pictures

to take back to the classroom, and five children were to look through the books and select ten to take to the classroom. Other groups were to tell what they saw that related to the dress, home, food, weapons, and work of the Indians.

The visit and reports stimulated so much interest that the children were very anxious to plan details for their own exhibit. One mother became so interested that she helped her son write to some friends in New Mexico for Indian curios and kodak pictures of real Indian life. The children brought to school all the curios, pictures, or books that they could find. Some of the children visited an Indian curio shop and a ten-cent store, where they bought inexpensive but interesting articles. It was decided that all kinds of handwork done by the children would be displayed. It was further decided that the articles would be arranged on the walls, blackboards, shelves, and tables.

To motivate the arithmetic work, it was

decided to make post cards and sell them to the children of Room 15 when they made their visit. The prices of the cards were from one cent to five cents. The children made toy money. They played store to determine who should sell the cards. Room 15 was busy playing store, too, so they would know how to buy the cards and how to count their change.

The problem of advertising was provided for. The children made posters to place on the door of the room and on the bulletin board in the hall. A notice was written to the parents, the principal, and Room 15, and one was placed in the school paper.

A program was selected from the work the children had done in their different lessons. There were original riddles, Indian songs, Indian dances, talks on Indian life, and a dramatization. Pop corn was to be used for refreshments because the Indians gave it to the white men.

At last the day came when the children were made happy by the completion of

their plans. Many came dressed in full Indian regalia, and all were eager to receive the visitors.

After the program was given the children were stationed at various places to explain the different parts of the exhibit, to sell the cards, and to serve the pop corn. The visitors seemed to enjoy the hour, and the children went home satisfied and happy.

Outcomes in Terms of Subject Matter

Reading. Opportunities for reading were given by means of notices and news items on the bulletin board, as:

Friday, October 10, our room will visit the Kensington Library.

Katherine visited the museum at the main library. She will tell about it Monday.

Reading units composed in class were printed on charts or written on the blackboard:

The Indians were red people.
They painted their bodies.
Their eyes were small and black.
They had long, straight, black hair.
The Indians were strong.

Then, too, handwork suggestions involved reading directions, such as the following: Make a colored drawing of an Indian with his feathers. Make Indian headbands. Make the headbands of brown paper. Make five feathers. Make one feather eight inches long. Make two feathers six inches long. Make the other feathers four inches long. Paste the feathers on the headband. Make the headband fit your head.

There was also individual work in reading during the between-recitations period. Some of the reading was from miscellaneous books, papers, and magazines from the room library, from the home, or from the public library. Part of the reading was guided by questions which were related to specific topics, as:

Of what did Sinopah's father make his home?
Where did he build it?
What did he call his tent?
How would you make a wigwam for the sand table?

Reports of the reading were given during the language periods. The children also

read for the purpose of choosing stories to read to the class or to a group. Some of the reading was "just for fun."

While not all the reading done centered about the Indian study, many of the reading lessons from the basal and supplementary books were about Indians.

Although the material suggested below is not confined to descriptions of any one tribe of Indians, it is for the most part about wigwam Indians.

"Forest Rover," in *Story Hour Readers*, Book One. American Book Company.

"How Fire Came to the Indians," in *Bolenius Reader*, Second Reader. Houghton Mifflin Company.

"The Summer Maker," in *The Elson Reader*, Book Two. Scott, Foresman and Company.

"The Indians," in *Nixie Bunny in Holiday Land*. Beckley-Cardy Company.

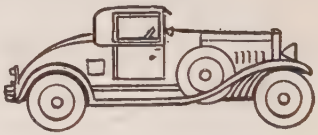
Jenks, Albert Ernest, *The Childhood of Ji-shib, the Ojibwa*. Mentzer, Bush and Company.

The following informal reading tests were among those used:

Test I

1. Draw two lines under the wigwam.

2. Make a cross over the canoe.



3. If Deming painted many pictures about Indians, put a cross on this line. _____

4. Put a ring around the nuts.

5. Here is a bow. Make an arrow.

6. Draw a line above the moccasins.

7. Draw a ring around the words which tell the name of a book about Indians.

The Three Kittens *Our Pets*
Little White Cloud

8. Draw a line under all the words which tell what Indians liked to do.

sew hunt study fish

9. Make a cross on the word which tells what the Indians used to make their clothes.

poles bark deerskin

10. Here is an Indian village in a forest near the water.

Put a cross under the canoe.

Draw a ring around the place where they cook.

Make a cross on this line _____ for each wigwam in the picture.

Test II

1. Did the Indians live in brick houses? Yes No

2. Did the Indians travel in birch-bark canoes? Yes No

3. Did the squaw and the children paint pictures on the wigwam? Yes No

4. Did the Indian children wear silk dresses? Yes No

5. Did the Indian children love the animals and birds of the forest? Yes No

6. Did the Indians have big feasts and festivals? Yes No

7. Did the Indians write with signs? Yes No

8. Did the Indians eat ice cream and candy? Yes No

9. Did the Indians like to dance to music? Yes No

10. Did Indian children go to school as you do? Yes No

Test III

1. Where did the Indians live?
   (*a*) They lived on the water.
   (*b*) They lived in trees.
   (*c*) They lived in the forest near the water.
2. What color are the Indians?
   (*a*) Indians are black.
   (*b*) Indians are white.
   (*c*) Indians are reddish brown.
3. What did the Indians use for clothes?
   (*a*) They used silk.
   (*b*) They used skins and blankets.
   (*c*) They used furs.
4. What did the mother do?
   (*a*) She made the clothes.
   (*b*) She made the bows and arrows.
   (*c*) She hunted the buffalo.
5. What did the Indians eat?
   (*a*) They ate ice cream and cake.
   (*b*) They ate corn and fish.
   (*c*) They ate candy.
6. What did the Indians do for fun?
   (*a*) They played games and danced.
   (*b*) They went to school.
   (*c*) They went to picture shows.
7. What are Indian homes called?
   (*a*) They are called houses.

(*b*) They are called wigwams.
(*c*) They are called halls.

8. How did the Indians write?
   (*a*) They used pencils.
   (*b*) They wrote as we do.
   (*c*) They used signs.

9. What did the Indians teach the white man?
   (*a*) They taught him to read.
   (*b*) They taught him to raise corn.
   (*c*) They taught him to write.

10. How did the Indians travel on water?
    (*a*) They rode ponies.
    (*b*) They rode in trains.
    (*c*) They used canoes.

11. Who taught the Indian boys and girls?
    (*a*) A school teacher taught them.
    (*b*) Their fathers and mothers taught them.
    (*c*) A papoose taught them.

Phonics. Many of the words from the Indian study offered opportunity for teaching new sounds or for drill on familiar sounds. The consonant *p* in the words *papoose*, *pipe*, *ponies*, and *poles* was taught by means of the game "I am going to Boston." A child begins by saying: "I

am going to Boston. I am taking a pony." The next child says: "I am going to Boston. I am taking a pony and a papoose." In this way the game proceeds, each child adding one object to those already mentioned. In each case the word added begins with the same letter as the first one.

Squ was taught by a guessing game. What is an Indian woman called? (Squaw) What does a pig do? (Squeal) What did the mouse say in the story "The Two Strangers?" (Squeak) What animal eats nuts? (Squirrel)

The *ed* family, as in *red*, was taught by the game "Hop Scotch."

Ow was taught by means of a bow and arrow game. A number of paper arrows were made. On each arrow was written a word belonging to the *ow* family. Several arrows were given to each child. If the child could read correctly the word on an arrow, he was said to have hit the mark when he shot the arrow. The child who

hit the mark the most times, or who knew the most words, won.

Language and literature. Oral language was provided through conversation necessary in planning to study about Indians, in making plans to visit the library, in arranging for the exhibit, in reporting the visit to the library and the excursion to the park, in planning the sand table, and in explaining the exhibit to the visitors. Opportunity for written language was given through writing letters to the librarian at the Kensington Library and to parents and writing invitations to the exhibit. Coöperative compositions such as the one following were written:

HOMES

Some Indians lived in wigwams.
The wigwams were in villages.
The villages were by the water.

Some of the stories which were enjoyed through listening were:

"Away-She-Go," by Maynard Dixon, in *The*

Pathway to Reading Series, Second Reader. Silver, Burdett and Company.

"The Indians and the Jack-o'-Lantern," "Two Little Captives," "The Christmas Candle," and "Two Brass Kettles," in *Pilgrim Stories*, by M. B. Pumphrey. Rand McNally and Company.

"The Fire-Bringer," in *How to Tell Stories to Children*, by Sara C. Bryant. Houghton Mifflin Company.

Sinopah, by J. W. Schultz. Houghton Mifflin Company.

The following stories told to the children were reproduced by them:

Holbrook, Florence, "How Fire Was Brought to the Indians" and "Why the Woodpecker's Head is Red," in *Nature Myths*. Houghton Mifflin Company.

A number of the stories were especially valuable for dramatization:

Pumphrey, Margaret, "The Indians and the Jack-o'-Lantern" and "The Christmas Candle," in *Pilgrim Stories*. Rand McNally and Company.

The following poems were enjoyed through listening, and the last two were memorized:

Longfellow, Henry W., "Hiawatha's Childhood," in *Poems to Be Used in Public Schools of Kansas City, Missouri.* Board of Education, Kansas City, Missouri.

Myall, Charles, "Little Papoose," in *Elson Reader,* Book Three. Scott, Foresman and Company.

Wynne, Annette, "Indian Children," in *For Days and Days.* Frederick A. Stokes Company.

The children made original riddles:

I am little.
I am brown.
I can say, "Goo, goo."
My mother carries me on her back.
Sometimes she hangs me in the tree.
What am I?

Spelling. Words needed for writing letters, invitations, riddles, coöperative compositions, the program, posters, advertisements, and labels for the exhibit—all composed a spelling list which was studied and learned. Unusual words which were too difficult or words which would be used but rarely were copied from the blackboard when needed.

Writing. Special attention was given

words or letters which presented particular difficulty in writing the invitations, the program, the labels, the riddles, the letters, and the coöperative compositions. When such difficulty arose, special drill necessary to acquire the skill needed was given.

Arithmetic. In making costumes, articles for the sand table, and plans for room decorations, the yard and foot measures were used. Then, too, in selling the post cards at the exhibit it was necessary to know perfectly the table of 2's, and the use of the penny, nickel, dime, and quarter in making change. The game "Running the Gauntlet" was used for drill in addition or subtraction combinations. Some attention was given to telling time, in which the method of to-day was contrasted with that of the Indians.

Nature study. When the excursion to the park was made, some attention was given to the observation of trees and birds. The children learned the names of some

plants from which dyes are made. They later learned a few facts about corn.

Hygiene. Attention was given to habits of the Indians which helped them to be strong, such as playing and working outdoors and eating vegetables, nuts, fruit, and corn bread.

Music. Some of the songs used in the activity were:

"Indian Song," "Rock-a-bye, Hush-a-bye, Little Papoose," and "Wah, wah, tay, see," in *The Progressive Music Series*, Teachers Manual, Volume I. Silver, Burdett and Company.

"The Indian," in *Songs for Children*. Milton Bradley Company.

Records used for appreciation and interpretation were:

"Ewa-Yea, Wah-wah-tay-see,"

"By the Shores of Gitchie Gumee"—Victor No. 35617

"Indian Lullaby"—Columbia No. 3143

"From an Indian Lodge"—Victor No. 7035

"By Weeping Waters,"

"Her Blankets"—Victor No. 18418

"Indian Songs, Tribal Hunting,"

"Love and Lullaby Songs"—Victor No. 3162
"Grass Dance of the Blackfeet Tribe"—Victor No. 17611

Some games and exercises for ear training were used. A game called "Nokomis and Hiawatha" was played in the following manner: A child playing the part of Nokomis called Hiawatha by singing the syllables "Hi-a-wa-tha" to the tones *do, do, do, do.* Hiawatha answered by singing, "Yes, I am here," to the tones *do, so, mi, do.* The children also sold Indian curios, singing "moc-ca-sins" to the tones *do, do, do.* They also called the different animals in a similar way, as *wah, wah, tay, see.*

Art appreciation. Through the excursion to the park to see "The Scout" the children gained a much finer appreciation of the statue. Among the Indian pictures used were those by Edwin Willard Deming in *Indian Child Life*[1] and by the illustrators

[1]Deming, Theresa O. and Edward, *Indian Child Life.* Frederick A. Stokes Company.

in *First Families of the Southwest.*[1] Other pictures used were: "The War Party" and "Ready for the Hunt," by Charles M. Russell; "The Sun-Dance Bustle," by Kathryn W. Leighton; "Crow Outlier," by W. Herbert Dunton; "Out of the Silence," by George de Forest Brush; "The Call of the Flute," by E. Irving Couse; and pictures of Blackfeet Indians[2] by Winold Reiss.

Handwork. For the room decorations pictures were collected and mounted, letters were cut for the advertising posters, shadow pictures were made for the windows, and blackboard drawings of Sinopah and Hiawatha were made.

For the exhibit, bowls, vases, and beads were modeled of clay and painted or enameled. Programs were made by tearing brown paper to imitate animal skins and decorating them with Indian symbols. Rugs were woven from yarn or roving which

[1] *First Families of the Southwest.* Santa Fe Railroad.

[2] *Pictures of Blackfeet Indians.* Great Northern Railway, St. Paul.

was dyed with walnut and hickory bark. Baskets and mats were woven from rushes, twigs, or raffia. Corn bread was made as the Indians made it.

For the sand table, Indians, birds, animals, and dishes were made of clay. Dolls were dressed as Indians. Wigwams of chamois decorated in colors were erected.

For the dramatizations, costumes, headdress, tomahawks, and bows and arrows were made. Then, too, cuttings and drawings were made to illustrate the coöperative compositions in the booklets, and post cards were made to sell to the visitors.

Physical education. The following games related to Indian study were used:

"Indian Club Race," in Bancroft's *Games for the Playground, Home, School, and Gymnasium.* The Macmillan Company.

"Ten Little Indians" and "A Hunting We Will Go," in *Hollis Dann Music Course,* First Year. American Book Company.

"Feather Game," in *Miniature Songs from the Child's World,* Book I. John Church Company.

"Firefly Dance," in *Dramatic Games and Dances for Little Children.* A. S. Barnes and Company.

"Dance of the Little Indian," in *Child-Land in Song and Rhythm.* Arthur P. Schmidt Company.

"Indian Pow Wow," in *Child-Land in Song and Rhythm,* Book II. Arthur P. Schmidt Company.

Races and jumping contests between different "Indian tribes" and imitative games —gathering nuts, chopping trees—were also used.

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Questions and Exercises

1. Discuss the value of introducing the child, Robert Thomas, into the post office activity.

2. List suggestions for an excursion in connection

with the post office unit of work. Tell how to prepare for the excursion, how to conduct it, and how to connect the information gained with the schoolroom activity.

3. As the unit of work progressed there was often informal discussion between the group and the teacher. How was this conversation valuable?

4. Suggest valuable uses of the bulletin board in the second grade.

5. List the attitudes, ideals, appreciations, knowledge, and skills which may be developed through the post office activity.

6. Suggest other units of work which offer opportunity for developing an understanding and appreciation of community life. List a children's and a teacher's bibliography for each activity.

7. What are the advantages in centering the study of Indian life about one tribe? About one child?

8. What factors should be considered in the choice of a tribe to be studied?

9. How may the local museum be helpful in Indian study?

10. Of what value are well-chosen, appropriately mounted pictures in the study of Indians? Where may desirable pictures be obtained?

11. Discuss the desirability of a sand table for construction work. What are its limitations?

12. What new interests and problems may an Indian study provide?

13. Tell how to plan and develop with the children a puppet show in connection with an Indian activity —how to write the story and how to choose children for the parts.

14. How may the study of one tribe of Indians in the second grade become the basis for a more extensive treatment of Indian life in the third grade?

15. Discuss the desirability of acquainting children in the primary grades with some knowledge of the red man's modes of living to-day. Suggest ways in which this may be done.

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CHAPTER VI

UNITS OF ACTIVITY FOR THE THIRD GRADE

A. Pioneer Interest

In the first grade the child was given an understanding and an interpretation of his environment through the units of activity—the home, the farm, and the market. Then during the second grade his gradually widening interests were provided for by participation in units of study which gave opportunity for a sympathetic understanding and appreciation of the work of community helpers, as the postman, the fireman, the policeman, the grocer, the iceman, and others. The child reached the third year with increased knowledge, widened interests, and greatly increased skill in reading. Thus with greater understanding of the world about him, he could acquire a

much keener appreciation of the advantages and conveniences of the present day through the knowledge that they were the results of the struggles and privations of the pioneers. A pioneer unit of activity offers opportunity for the following objectives:

1. To develop an appreciation of the hardships encountered by the pioneers
2. To show how the pioneers adapted themselves to their environment
3. To develop an historic consciousness
4. To give a deeper appreciation of many conveniences and advantages we enjoy to-day
5. To increase interest in reading of an historical nature
6. To make clear that progress in society is made slowly and only through the coöperative, directed efforts of man
7. To show how man is dependent on nature
8. To inculcate a spirit of patriotism[1]

Initiating the Activity

The pioneer activity was carried out in several third grades. No one room engaged

[1]These objectives were developed coöperatively in an upper primary methods class, Teachers College of Kansas City.

in all the activities described. No two rooms launched the activity in the same way or began by the presentation of the same unit of the activity. Although in each case the teacher had in mind a well-formulated plan of the units of work and the probable order of the units to be worked out, she began work on the unit which was introduced by the children.

In a third grade in the Henry C. Kumpf School,[1] after the story of Daniel Boone had been told during a language period, the children expressed surprise to learn that he was the first white man known to have visited the place where Kansas City now stands. One child asked, "Did he come right here to Kansas City?" Another said: "Why did he come here?" "What did he find?" The teacher, in answer to these and other questions, directed the children to books in which they could find more about Daniel Boone.

[1]Hildred Honan, Teacher.

In a later discussion a child reported that Daniel Boone traded with the Indians at a fur-trading post established for that purpose. This led to a discussion of what articles were traded. The next day several children brought to school beads such as they thought Indians might have liked. One child brought a skunk skin; another brought a fox skin. These articles were placed on a table in a corner of the room. One day the teacher asked, "How could we display these articles to better advantage?" One child suggested that they might make a fur-trading post.

The children decided to build the fur-trading post of real logs—that is, logs which were cut for fuel. A committee of boys were chosen for the construction work. The structure was built in one corner of the room, with logs used to form the foundation, which was about one and one-half feet high. On this foundation were placed orange crates covered with kraft paper. Small logs

and branches were placed across the top, thus giving a rustic appearance.

The children brought other articles: Indian trinkets, pottery, Indian blankets, bows and arrows, guns, and furs of various animals. They also made some clay pottery and beads for display. The beads and furs were suspended from the logs which formed the ceiling of the structure. The furs and blankets were hung inside the post.

In a third grade in the Woodland School[1] the teacher had an old-fashioned loom placed in the schoolroom. The children asked: "What is it?" "To whom does it belong?" "How does it work?" These questions led to an introduction to books and pictures on pioneer life and to a collection of pioneer household equipment. There were in the collection an old Dutch oven, a surveyor's chain, a chair which had come from Virginia in a covered wagon, a silver butter dish, a brass kettle, an old quilt, a hand-woven

[1]Lucie Thomson, Teacher.

coverlet, a measuring stick, a spinning wheel, a dash churn, and brass candlesticks and candle molds.

In another third grade in the Woodland School[1] the interest in pioneers grew rather logically out of a study of Indian life. In this situation, as in some of the others, the interest was carried along through the activities of a pioneer family whom the children called the Miller family. There were the father, the mother, Rebecca, and Joe. This family came from North Carolina westward in a covered wagon and settled at the mouth of the Kaw River. Much of the work centered about such topics as: How the Millers' log cabin was built; how Joe Miller's house was furnished; how the house was heated and lighted; how Joe's father and mother supplied clothing; how food and water were obtained; how Joe and his family traveled; and games Joe and his friends played.

[1]Mary Ann Kitzero, Teacher.

These topics include specific topics suitable for single lessons. For example, the general topic "How Joe's house was heated and lighted" includes such specific topics as "How Joe's mother made candles" and "How Joe's father obtained fuel."

Their reading led the children into an interest in the fur-trading post established by Chouteau. After an excursion to a fur house, one child suggested, "Let's bring trinkets to trade to the Indians." Many trinkets were brought. There were bracelets, beaded bags, earrings, beads, necklaces, and knives. The questions arose: "Where shall we trade?" "What shall we trade for the trinkets?" One boy told the class that at noon he would bring a big surprise that would help solve one of the problems. At noon a very excited audience awaited Morton. He arrived carrying a huge blanket made of the skins of two bears. Other children brought pieces of fur, old fur neck pieces, and a few skins.

THE PIONEER ACTIVITY

The third grade of the Woodland School constructing a fur-trading post.

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Several children thought it would be fun to use a table as a counter and trade there. One boy said, "I think a wigwam would be fine." Another suggested, "The Indians were anxious for the trinkets; so they went to the white man." Marie said: "Do you think it would be all right to build a real log house here in the room? Some of us could pretend we were the Miller family, and others could be Indians." It was decided that the boys should build the cabin and that the girls should furnish it. The framework was made of orange crates and lattice, about seven feet long, eight feet wide, and seven feet high. The structure was covered with kraft paper painted to represent logs.

While the work of constructing the log house went on, the class read many pioneer stories, and selections from *The Story of Kansas City*.[1] The Santa Fe Trail was

[1]Serl, Emma, *The Story of Kansas City*. Board of Education, Kansas City, Missouri.

traced on a map. Newspaper pictures showing the "Town of Kansas," Independence, and Westport, early river boats, and railroad trains were collected.

Pictures of modes of transportation were arranged in booklets. There were gay pictures showing the transportation of yesterday—the Pony Express, the covered wagon, the stagecoach, the locomotive, the early boats. In contrast to the transportation of yesterday were pictures of transportation of to-day—the automobile, the truck, the bus, the modern train, the ocean liner, and the airplane.

When the house was completed, it was furnished with a table, four stools, a mantel, dishes, a cabinet which served as a counter, and a rag rug woven by the children. As soon as all was ready, the Miller family moved in. Four children were chosen to represent the Miller family, and a number were chosen to be Indians. Much pleasure was experienced in dramatic play. Oppor-

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THE FUR-TRADING POST COMPLETED

tunities for costuming as Indians and pioneers, opportunities for improvement in oral expression, and opportunities for trading fairly were provided.

Activities

The problems discussed often aroused interest in activities such as the following:

Making a booklet
Dressing dolls as pioneers
Writing and acting an original play portraying pioneer characters
Having a pioneer party and serving food cooked by pioneer methods
Making soap, using lye of wood ashes and fat
Making on a sand table a pioneer community
Making a trading post
Making a puppet show of a pioneer story
Making a picture show portraying the westward movement of the pioneers
Dramatizing pioneer stories
Writing an original poem
Dyeing material with bark dyes
Making an excursion to a fur company
Visiting the museum to study dress of the pioneers
Making candles

Visiting the zoo to see the wild animals found in the locality by the pioneers
Weaving rugs on a hand loom
Braiding rugs
Churning and making butter
Sewing rags for weaving
Sewing quilts

In order that the excursion to the fur company might be as profitable as possible, the class was divided into four groups, each group choosing a leader. The children then listed questions for which each group was responsible. Group one was assigned: (1) Find how the hides come to Kansas City. (2) Where are they sent from here? (3) How are the values of hides determined? (4) Which hides bring the most money? Group two was to find: (1) What are some differences in furs? (2) What furs are used for coats? (3) How much does a mink coat cost? (4) What furs are least expensive? Group three was to answer the following questions: (1) How are the animals caught? (2) Describe different traps. (3) What ani-

mals that were here in pioneer days are still found here? (4) When can trappers catch the animals lawfully? Group four was to be responsible for: (1) How are the skins prepared for shipping? (2) What animals are largest? Smallest? (3) What furs are used for trimming purposes? (4) List the different skins handled in this warehouse.

While at the warehouse, the children noted on paper information necessary in answering the questions. Other questions were asked the guide. "Do you have fish here?" asked one child, noticing the odor of the hides. "Is this an elk?" said one, examining a lynx hide. "How do you catch the goats to get the wool?" asked another.

When the children returned to school, each group prepared the answers to the questions. Several language periods were required to have oral reports and discussions of the excursion.

Although not all these activities were carried out in any one situation, enough

were used to give some opportunity for individual choice on the part of the children. In the lesson which follows there were five activities from which to choose.

MISS T.: Who would like to read the good-news corner for us?

BILLY (reading): What can we do for the Martin family to-day? What would you like to do?

HELEN: I should like to sew some quilt pieces or carpet rags.

JOHN: I should like to churn.

DOROTHY: I should like to make candles.

DAVID: I should like to weave on the rugs.

MISS T.: We had better tell these visitors who the Martin family is.

LULU BELLE: It was in pioneer days and we have made up a play.

PATSY: Miss T. told us a story and we are going to act it out.

HELEN: We are getting the home ready.

ROSS: They came from Kentucky.

MISS T.: How did they happen to come from Kentucky?

WILLIAM: Mr. Martin came home from the store and said that Mr. Jones had told him that he and some other families were going out West and asked if he would like to go.

MISS T.: What reason did they have for going West?

TONY: To get buffaloes.

MARY JANE: There were more trees and more grass out there.

DOROTHY: They wanted to get more land.

MISS T.: Would their money buy more land out West than it did in Kentucky?

LLOYD: Yes, they could get more land for their money because there were not many people living in the West.

MISS T.: How did they know the soil was richer?

JOHN: A man had been there and found higher grass growing and there were lots of trees.

MISS T.: How did the little boy and girl feel about going West?

TONY: They felt excited.

HELEN: The little boy jumped up and down he was so glad he was going, but the little girl stood by her grandmother and was quiet.

MARY: Grandmother Johnson was afraid of the Indians, but she said she would go if the others wanted to go.

MISS T.: Tell me what they did when they first reached this place.

RUTH: Made the house.

MISS T.: What was the most important part of the house?

JOE: The foundation.

MISS T.: That would be the most important part of building a house to-day, but not at that time. What was the most important part at that time?

DONALD: The fireplace.

LOIS: Making candles.

MISS T.: It was very necessary that they have heat and light; so they built the fireplace and made their candles. How did they make their candles?

LOIS: They made them out of tallow.

MISS T.: What else did they do that was very important?

CHARLES: They churned butter.

NANCY: Made carpets and quilts.

MARY: They often invited the neighbors in and sewed carpet rags.

MISS T.: Shall we work for the Martins now? Who wants to churn? Who wants to weave?

The children went to their groups. Some prepared rags for the carpets, some sewed the rags together, some wove the rags in the loom, some melted tallow for candles, some sewed patches together for quilts, and some churned.

MISS T.: When do we know that the butter is coming?

PATSY: When the stick is clean.

The children were very courteous to one another. They agreed that each child should have three hundred strokes with the dasher, and there was no trouble about "turns." At the loom one boy seemed to take charge and gave directions to several others, who followed them courteously. A little girl melted the tallow in a stewpan on an electric grill, and a boy held the mold for her while she poured it. "This smells like bacon grease," she said. The other groups worked quietly and congenially without much conversation.

MISS T.: I believe the butter is ready to take from the churn now. What do we get from this besides butter?
ROSS: Buttermilk.
MISS T.: What shall we do first?
JOHN: Take out the dasher.
MISS T.: There is something we do before that.
MARY: Pour in a little cold water.
MISS T.: Into what do we put the butter?
JOAN: A bowl.
MISS T.: What have we done to the bowl?
MARY: Rinsed it out with cold water.

MISS T.: What do we do next?

JOHN: Wash the buttermilk out of the butter and then put some salt in it.

MISS T.: What did we do with our butter yesterday?

PATSY: We sold it and bought the cream for to-day with the money.

MARY: We don't want to sell it to-day.

JOHN: We want to eat it, but we won't have any bread.

JOAN: We can buy some baker's bread.

MISS T.: Did the pioneers buy their bread?

LOIS: No, they made their own bread.

(A child takes up the butter.)

MARY: We must be careful to wash all the buttermilk out.

JOAN: We haven't as much butter as we had yesterday because we didn't have as much cream.

MISS T.: Do we get the butter from the cream or from milk?

JOHN: We get it from cream. Skimmed milk would not make any butter.

MISS T.: In working for the Martins what part of the work did you enjoy the most and why?

HELEN: I liked sewing quilt blocks best because I like to sew.

LOUISE: I liked to sew carpet rags because it was helping the Martin family.

DOROTHY: I liked pouring the candles because they come up so fast.

JOHN: I like to churn because I never did churn in my life before.

MISS T.: This is a nice quilt square. Did you make it at home? What is the matter with this square?

FLORENCE: She didn't get her colors right.

MARY L.: She should have two darks and one light and two light and one dark.

HAZEL: That was all the blocks there were left.

MISS T.: That is the real pioneer method. Do the best you can with the material you have at hand. What do you want to do next?

HELEN: I should like to sleep on the bed.

MISS T.: It would be nice to try the bed out, but do you think our grandmothers would have liked to have their beds mussed? They were very careful with their beds. What was under the cover of the bed?

MARY JANE: A feather bed.

MISS T.: Yes, a nice soft feather bed, which musses very easily. Do we see a piano or bookcase in the home? They prized their beds very highly because they didn't have these other pieces of furniture to make their homes beautiful. The four-poster bed of to-day is a copy of the poster beds they used. Why do we prize the cover on the bed so highly?

DOROTHY: Because it is all handmade.

LOUISE: They didn't have any sewing machines then; so they had to do all their sewing by hand.

MISS T.: Is the pattern of it like the one we are making?

HELEN: No, it is a much harder pattern.

MISS T.: What do we call the pattern we are making?

DOROTHY: A nine-patch because there are nine pieces used in making each square.

JOAN: Miss T., we never got to play with the things.

LULU BELLE: They aren't finished yet.

MISS T.: We haven't any more time to-day, children, but when we come back Thursday, we shall finish the Martins' house and play with the things we have made.

Illustrative Material

The following illustrative material is particularly valuable to teachers in the schools of Kansas City. Similar material of local interest, however, is available to teachers in any community.

1. Pictures
   (*a*) In the Public Library listed under "Home," "Transportation of Kansas City," and "Colonial life"

(*b*) In the Teachers College Library listed under "Early history of Kansas City" and "Costumes"

2. Display in the museum, Public Library Building
3. Display of the Missouri Historical Society, Allen Branch Library, Westport Avenue and Wyandotte Street
4. Local points of historical interest
   (*a*) The Harris Home at Baltimore Avenue and 40th Street (moved from original site). Frémont, Benton, Horace Greeley, and Washington Irving stopped here, and Major-General S. R. Curtis made it his headquarters during the battle of Westport.
   (*b*) Wornall Home, 61st Street and Wornall Road. About 1844 it was constructed of bricks that were made on the "farm," which was then one mile from Kansas City. It was used as a hospital during the Civil War.
   (*c*) Watts Mill, Dallas, Missouri. This mill ground corn for the Indians, for the Santa Fe traders, and for soldiers in the Civil War.
   (*d*) Old Log Court House, Independence, Missouri. This was constructed of walnut and white oak, about 1830.
5. Public art works commemorating the pioneers
   (*a*) "The Scout," 28th and Summit Streets in Penn Valley Park

(*b*) "Daughters of Old Westport," Broadway and High Street
(*c*) "Pioneer Mother," Penn Valley Park
(*d*) Santa Fe Trail markers
(1) Entrance to Penn Valley Park
(2) Linwood Boulevard and Euclid Avenue
(3) Gillham Road between 38th and 39th Streets
(*e*) James Bridger Monument, Mt. Washington Cemetery
(*f*) Thomas Hart Benton Memorial, intersection of Benton Boulevard and St. John Avenue

6. Slides from the Visual Education Department
(*a*) Sheep and wool
(*b*) Fur-bearing animals
(*c*) Pony Express on plains, 1856
(*d*) Stagecoach, 1820

7. Moving pictures from Visual Education Department
(*a*) "Primitive Life in Tennessee"
(*b*) "My Mother" (Boyhood of Lincoln), Benjamin Chapman Series

8. Articles brought by children—skins of animals, fur rugs, fur robes, pewter spoons, Indian trinkets, etc.

Subject Matter Correlated with the Pioneer Activity

It is not possible, nor is it desirable, that one unit of activity should supply all the subject matter. At the same time that the pioneer interest was carried on, other projects and interests were engaging the attention of the children. For example, the children in one room carried on a reading club. Orange crates were painted, curtains were designed and sewed, and a system of checking out books was determined. In another situation, a center of interest was a swarm of bees in a glass hive which was placed just inside a window in the room. Special days also claimed attention. These sometimes fitted into the activities already in progress; sometimes they did not. Then there are skills needed to be acquired by children which must be gained through drill not even in connection with the units of activity. For example, there was often drill in number combinations, in writing, and in spelling.

Language. Labels and descriptive statements made by the group were placed on the articles exhibited in the room, as:

A pickle dish almost a hundred years old

This is an old surveyor's chain used in the early days at Independence, Missouri.

This is a newspaper. It was published in 1842 in Independence, Missouri. Please look at the advertisements.

This land title was issued in 1843 at Lexington. The land is about two miles from Leeds, Missouri.

This stocking was made by a pioneer mother. She spun the cotton and knitted the stocking.

A silver butter dish one hundred years old

A sugar and cream pitcher of pewter

A Dutch oven more than eighty years old

The excursions to the museum and to the fur company furnished much rich material for oral reports and discussions. Stories read were reproduced. One child delighted the group when he told the "Buffalo Hunt," which he had read in *The Story of Kansas City*. The children dramatized stories of pioneer life. They memorized the "Kansas City Creed." They wrote poems for their booklets.

The first paragraph of the following story was given the children. They worked coöperatively and completed it for their booklets.

The Lost Children

Many years ago a little boy named Jimmie Brown and his little sister Mary lived in a little place called the Town of Kansas. One evening when the candles were lighted and the supper was ready, their mother went to the door and called them. No Jimmie and Mary answered. It grew darker, but no Jimmie and Mary appeared. The mother was frightened. "Where can my children be?" "I don't know," said a neighbor. "There are many Indians in town to-day." "I don't know," said another. "There are three steamboats at the wharf." "I don't know," said still another, "but there is a camp of Santa Fe traders over the hill."

The truth was the children had wandered away from home early in the afternoon and had met a tribe of Indians. The Indians knew Mr. Brown and liked him very much because he had been wonderfully kind to them. They felt surprised to see the children so far from home. One Indian said, "White squaw lose papoose. Me take back. Pale face kind to me. Me help him."

The children drew back in surprise and fear. The

Indian said, "Me no hurt. Me good Indian. Me take back home." As it was now dark and the children did not know the way back home, they were willing to go with the Indian.

At home the children's parents were very much worried because they did not return. They feared their children were lost. All at once they heard a noise at the door. The father sprang to the door and threw it open. There stood an Indian with the children. He said, "Pale-face papoose lost. Me bring back." The parents were overjoyed to get their children home. They thanked the Indian again and again and gave him presents for his kindness.

Other stories in the booklets were: "The Miller Family Traveling West," "How Joe Helped His Father Build a House," "The Interior of the Miller House," "How the Miller Family Got Its Food," and "Mother and Rebecca Prepare the Skins."

How Joe Miller Helped His Father Build a House

Joe Miller's father chose a suitable place for the log cabin at the mouth of the Kansas River. Mr. Miller said, "Come, Son, we must chop down some

trees." Joe answered, "I am willing to help you, Father." So the work on the house began.

First of all four tall poles were placed in the ground. These formed the four corners of the cabin. After the tall poles were pounded into the ground, Joe and his father began building up the sides. They filled the cracks with mud and clay. Then the roof, which was made of bark, was placed in position. They made the chimney of stone. The window was made of greased paper. More logs were cut and smoothed for the floor. The door was made of small logs crossed and placed close together. The house was then ready for the Miller family.

After the visit to the fur and hide company, the children wrote a "thank-you letter" to the company.

In one group the culmination of the pioneer activity was a play written coöperatively by the children and dramatized for their parents. The children's desire to write a play developed after they had seen an upper grade present a Christmas play. At first there was no definite plan as to the length or the number of scenes. The children discussed the characters needed and

decided there should be a father, a mother, children, and Indians. The suggestion was made that the father is away on a trip to Santa Fe, the mother and children at home. Discussion followed concerning what the mother is doing, what she and the children are saying. Each conversational part suggested by a child was written on the board by the teacher. The children then chose the one they liked best. It was often necessary to change an expression many times before it was acceptable to the group. When it was just right, each child wrote it into his copy of the play.

In this way the play developed slowly and painstakingly. When the first scene was finished, the children decided to continue the story in such a way as to tell why a great city grew where Kansas City now stands. Facts concerning conditions favorable to the growth of a large city were collected. To incorporate these in the play, it was necessary to introduce a character

who was interested in this information. Consequently, the children added the character, Mr. Allen, a business man from the East who is interested in finding a desirable location for a supply house. Situations such as the quilting party were then planned for the purpose of acquainting Mr. Allen with the trade advantages offered by the Town of Kansas. As the plot grew the group proceeded as before to suggest and refine expressions. The play follows.

EARLY KANSAS CITY

A Play in Four Acts

Scene: Home of Mr. Baker

Characters: Mr. Baker, Mrs. Baker, Jane Baker, Phillip Baker, Mr. Allen (a man from the East), Mr. Brown, Mrs. Brown, Mr. Taylor, Mrs. Taylor, Mr. Bales, Mrs. Bales, Miss Amanda Miller, several other women, and an Indian

Act I

Preparing for Father's Return

Characters: Mrs. Baker, Jane, and Phillip
Phillip lying on floor reading

Jane spinning or sewing while she sings
"The Spinning Song" from *The Four Wonders*
Mother busy about the room

JANE: Oh, Mother, I do wish Father would come. He has been gone so long.

PHILLIP: But, Sister, you must remember Santa Fe is a long way off, and the wagon can't go very fast.

MRS. BAKER: Don't be impatient, children; I expect the men any day now. It is time for them to come. Jane, there is much to be done. You and I will have to work very hard to get things ready.

PHILLIP: I want to help, too.

MRS. BAKER: You children may make some candle lighters. I will go and dip some candles; we are almost out. Come, I will show you how to make the lighters. You take a narrow strip of paper like this. Now take one corner between your thumb and finger and roll and roll. Sometimes it is hard to do. When you come to the end you make a fold like this and, see, you have a candle lighter.

JANE: I know how; Grandmother taught me last winter.

PHILLIP: I can do it.

MRS. BAKER: Now I will go and dip the candles. (Children work making lighters.)

JANE: Phillip, don't you wish we could go with Father to Santa Fe sometime?

PHILLIP: O, ho! the idea of a girl going to Santa Fe! Why you would be afraid of the wild beasts and Indians.

JANE: Well, you would, too.

PHILLIP: Oh, I am not afraid of anything! I would just take my gun and chase those Indians back into the forests if they bothered me.

(A sound at the door causes the children to look up. There they see an Indian. They scream and run to their mother, who has reëntered the room.)

MRS. BAKER: Why, what's the matter?

JANE: Oh, Mother, there is a dreadful Indian at the door.

PHILLIP: And he looked right in at us!

MRS. BAKER: Don't be afraid. (Looks at the Indian.) He is a Kaw. I think he is a friend of Father's. (Steps toward Indian.) What do you want?

INDIAN: Me Big Wolf. Pale-face wagon come here. Be here sunset.

CHILDREN: Good, good, Father's coming home. Good! good! hurrah!

MRS. BAKER: Yes, and there is much to be done. Phillip, you go and get some wood. Jane, go to the spring and get some fresh water. I will get a good supper. It has been a long time since Father has eaten a supper at home.

Curtain

Act II

Father's Return

Characters: Mr. Baker, Mrs. Baker, Jane, and Phillip

Jane: Now everything is ready. I can't think of another thing to do. Oh, I do wish they would hurry! I can hardly wait another minute.

Phillip: Do you think Big Wolf knew what he was talking about?

Mrs. Baker: Yes, I think he did. When the wagons are near enough so that we can hear they will fire a gun.

Jane: Yes, I know, but it is so hard to wait. (Gun is heard outside.) Listen, did you hear that?

Phillip: Wasn't it a gun?

Mrs. Baker: Yes, I think it was.

Jane: Let's go see. (All run out and reënter with Father.)

Mrs. Baker: Did you have a successful trip?

Phillip: Did you see any Indians?

Jane: Did you bring me anything?

Mrs. Baker: Did you have any trouble fording the streams?

Mr. Baker: One at a time; one at a time. Let me get my breath. Yes, we had a fairly successful trip. We did not have any trouble fording the

streams. We did have some trouble with the Indians. About fifty miles or so on the other side of Council Grove they stampeded a bunch of mules we were bringing back, and we lost about half of them.

MRS. BAKER: That's too bad.

JANE: But, Father, did you bring me anything?

MR. BAKER: Well, Miss Impatience, let us look in this pack and see. (Opens the bundle.) Here, Phillip, is a bow and arrow I brought you.

PHILLIP: What a wonderful bow and arrow! Did a real Indian make it?

MR. BAKER: Yes, I traded an Indian some beads for it. You must learn to shoot as well as an Indian.

PHILLIP: I'll try, sir.

JANE: Father, what *did* you bring me?

MR. BAKER: Here, Jane, are some moccasins.

JANE: Oh, oh, Indian moccasins! How beautiful they are!

MR. BAKER: Try them on and see if they will fit.

MRS. BAKER: I think this beautiful blanket must be for me.

MR. BAKER: Yes, it is a real Navajo. The Navajo Indians are wonderful weavers, you know. Here a Hopi basket. I bought it in Santa Fe.

MRS. BAKER: What a wonderful basket! It is so closely woven it will almost hold water.

MR. BAKER: Yes, there are no better basket weavers than the Hopi Indians.

MRS. BAKER: Children, it makes us very happy to have the beautiful gifts, but what makes us most happy is to have Father home safe.

PHILLIP: That's what I say.

JANE: I think so, too.

MR. BAKER: I tell you, Father is mighty glad to be at home.

Curtain

ACT III

Mr. Allen's Arrival

Characters: Mr. and Mrs. Baker, Jane, Mr. Allen, and Mr. Brown

Jane admiring moccasins
Mr. Baker entering, carrying wood

MR. BAKER: It is growing colder outside, Jane.

JANE: Yes, I am glad to see that wood.

(Knock at the door is heard. Jane runs to the door.)

MR. BROWN: Good morning, Jane, is your father at home?

JANE: Yes, sir, he came last night. Won't you come in?

MR. BROWN: Well, neighbor, I am glad to see you home.

MR. BAKER: Thank you, I am glad to be at home.

MR. BROWN: Mr. Baker, this is Mr. Allen from the East.

MR. BAKER: How do you do, Mr. Allen.

MR. ALLEN: I am glad to know you, Mr. Baker.

MR. BROWN: Mr. Allen is thinking of locating in our town and would like to talk to you about the matter.

MR. BAKER: I am always glad to welcome newcomers. Be seated, gentlemen.

MR. ALLEN: I am thinking of establishing a general supply house. Do you think this is a good location, or shall I go farther up the river?

MR. BAKER: I think this is an excellent place. In fact I think it is *the* place.

MR. ALLEN: Why do you think so? This country seems to me to be almost too rough for anything.

MR. BROWN: But, Mr. Allen, we are right on the river and you don't know what that means to your trade.

MR. BAKER: Just a bit above us the Kaw joins the Missouri. Many trappers and traders come down that river as well as the Missouri to bring their furs and to get supplies. It would be an easy matter for you to bring your supplies up the river from St. Louis by steamboat.

MR. ALLEN: Several years ago a friend of mine was

in this part of the country. He has never spoken to me of this place. He said goods brought up the river were unloaded at some little place called Blue Mills, I believe. He said the Santa Fe Trail started from Independence.

MR. BAKER: That is true, but after awhile the Santa Fe traders began to stop at Westport instead of Independence because there was a better camping ground and pasture for their animals. Then Mr. McCoy, who had a store at Westport, persuaded the captain of the boat to unload the goods here instead of at Blue Mills.

MR. BROWN: Yes, Mr. McCoy had a hard time getting his goods from the landing to Westport. He had to cut a road through the timber and underbrush, but even at that he saved time.

MR. BAKER: Soon a few houses were built, then a store or two, and the Gillis House. The people in Westport were afraid this place would get all the trade. They made fun of it and called it Westport Landing.

MR. BROWN: The discovery of gold in California helped us to grow, too. You see this was the jumping-off place. When the people left the Town of Kansas, they left civilization behind them until they reached the Pacific coast.

MR. ALLEN: All very interesting, gentlemen, but what I am wondering is, will the Town of Kansas

ever be anything but a little town? Do you think it will continue to grow?

MR. BAKER: Grow! Of course, it will grow. The Town of Kansas will grow and grow until it is no longer a town, but a city, a great city.

MR. ALLEN: If I could feel as you do, I would delay no longer.

(Mrs. Baker enters.)

MRS. BAKER: Good morning, Mr. Brown.

MR. BROWN: Good morning, Mrs. Baker.

MR. BAKER: Mr. Allen, allow me to present you to my wife.

MR. ALLEN: How do you do, Mrs. Baker.

MRS. BAKER: How do you do, Mr. Allen. We are going to have a quilting party for the ladies next Wednesday and the gentlemen are coming in the evening. We would like to have you come.

MR. ALLEN: Thank you, madam. It will give me great pleasure to meet the people of the neighborhood. Gentlemen, I am interested in what you have been telling me.

MR. BAKER: I hope you are so much interested that you will decide to make this your home.

MR. BROWN: I beg you not to delay. The Town of Kansas will some day be the gate to the West.

MR. BAKER: It certainly will.

MR. ALLEN: It seems possible.

Curtain

Act IV

The Quilting Party

Characters: Mrs. Taylor, Mrs. Brown, Mrs. Jones, Mrs. Bales, Miss Amanda Miller, Mrs. Hunter, Mrs. Steele, Mrs. Baker, and Jane

Visiting ladies seated around a quilt
Mrs. Baker standing near

Mrs. Baker: Here are needles and here is thread. Look at my quilt, ladies. How do you like the pattern?

Mrs. Brown: It is very pretty. I have never seen this pattern before. What do you call it?

Mrs. Baker: My mother sent it to me from Kentucky. She calls it Old Maid's Puzzle.

Mrs. Hunter: That's a funny name.

Mrs. Taylor: It certainly is pretty, but my! what a lot of work! I like to make a good old-fashioned log cabin, a nine-patch, or something easy.

Mrs. Bales: I have a beautiful new pattern. My aunt sent it to me from Virginia. She calls it the Democratic Rose. You would not like it, Mrs. Taylor, because it has so much work on it.

Mrs. Baker: Have you heard the news?

Ladies: What news?

Mrs. Baker: There is a gentleman here.

(Jane enters.)

JANE: Mother, make Phillip stop teasing me.

MRS. BAKER: You tell Phillip to come here. There is a gentleman here from the East named Mr. Allen. He is going—

JANE: Mother, he won't come.

MRS. BAKER: You children go outside and stay. There is a gentleman here from the East named Mr. Allen. He is going into business and is thinking of locating here.

MRS. HUNTER: Oh, yes, I met him several days ago.

MRS. STEELE: He is very interesting.

MRS. BROWN: Yes, Mr. Brown says it is a fine thing for the Town of Kansas to have such men locate here.

MRS. BAKER: He was here a day or so ago to talk the matter over with Mr. Baker. I asked him to come in this evening with the gentlemen. I want him to see what splendid people we are.

MRS. BALES: It will be interesting to meet someone from the East, too.

MRS. BAKER: I think I hear the men now.

MISS MILLER: Yes, there they are.

MRS. JONES: Needles down, ladies, here come the gentlemen.

(Phillip, Mr. Jones, Mr. Allen, Mr. Brown, Mr. Baker, Mr. Bales, and Mr. Taylor enter and greet the ladies.)

MRS. BAKER: Good evening, how do you do? Leave your hats in there and come in.

MR. BROWN: My, what busy folks!

MR. TAYLOR: You have worked long enough now. It is time to stop.

MR. BALES: Mr. Allen, you have been here several days. How do you like our town?

MR. ALLEN: I am beginning to like it very much. You seem to be a good steady class of people here.

MR. TAYLOR: Yes, we do have a fine class of people and busy people.

MRS. BALES: A short time ago a newspaper man from the East said, "The Town of Kansas has more business than any other town of its size in the world."

MR. ALLEN: I can believe it. I saw many, many wagons to-day, and there are several steamers at the dock.

MR. BROWN: When I first came here there was no town. They had just begun to land goods here. Before that, goods were hauled all the way from Blue Mills to Westport, about eighteen miles. It was a great day for the town of Kansas when John McCoy had his goods put off here.

MR. TAYLOR: It wasn't a great day for Independence.

MR. BROWN: No, it wasn't. That was a hard blow to Independence.

MR. BALES: Mr. Allen, a few years ago the wild animals had these hills and hollows all to themselves; but the trapper, the whistle of the steamboat, the coming of the covered wagon, and the sound of the ax in the forest have frightened them all away.

MR. BAKER: We have a poet here, Miss Amanda Miller, who has been writing a poem which gives quite a good idea of how the Town of Kansas came to be here. It is too bad you did not bring the poem with you.

MR. ALLEN: I would like very much to hear it.

MISS MILLER: I think I can give it. (Thinks a minute.) Yes, I remember it. (Repeats poem.)

Long, long ago,
The Indian with arrow and bow
Went to hunt the buffalo, etc.

MR. ALLEN: That's good.

MR. BALES: Perhaps Mr. Allen would like to hear our river song.

MR. ALLEN: Yes, sing it.

ALL (singing):

Down from the mountain flowing
Ever the stream is flowing,
Onward is leaping, onward is sweeping,
Bearing the weary boatman home.

Up the Missouri faring
Pioneers brave and daring
Pushing on ever, faltering never,
Trapping wild beasts in their forest home.

Thanks to thee, noble river,
Highway of commerce ever.
Red men are banished, wild beasts have vanished—
Out of the wilderness grew our homes.[1]

MR. ALLEN: Splendid! Will you sing something else?

MRS. BAKER: Let's sing the "Quilting Song." (All sing.)

The End

Reading. Much of the reading done was from *The Story of Kansas City* and *Best Stories*.[2] Many other stories and poems, as well as much factual material, chosen from the bibliography for children listed at the end of this unit were read. At times the group came together to read to find out answers to questions or problems. At other

[1]The words of this song, "The Missouri River," were written by Christine Reaves while a student teacher working on this activity. The tune is "The River," in *Progressive Series*, Book I.

[2]Hardy, Marjorie, *Best Stories;* Wheeler Publishing Company.

times individuals or small groups were made responsible for the information necessary to answer certain questions, giving such information by reading or reporting to the group.

Through the use of a library table attractively arranged in the classroom the children were encouraged to follow their individual interests in reading. Much of the seatwork time was spent in this manner. One or two reading periods each week were given to a discussion of the books read, at which time the children were given an opportunity to recommend interesting material to the group. By such exchange of ideas the children's reading interests were often widened. A wall chart on which were printed the names of the children with the names of books and stories each had read functioned as a reading list for the group.

Music. These songs were used in connection with the unit:

"The Quilting Party," in *The Most Popular Home Songs.* Hinds, Haydn and Eldredge.

"The Spinning Song," in *The Four Wonders.* Rand McNally and Company.

"Churning Song," in *Songs of Childhood,* Music Education Series. Ginn and Company.

"The Missouri River," by Christine Reaves, teacher, Kansas City schools; sung to the music of "The River" in *Progressive Series,* Book I. Silver, Burdett and Company.

Tune, "Oh, Susannah"[1]

I come from Salem City
With my washbowl on my knee,
I'm going to California
The gold dust for to see.
It seemed all night the day I left,
The weather it was dry,
The sun so hot I froze to death,
Oh! brothers, don't you cry.

Chorus

Oh! California
That's the land for me,
I'm going to Sacramento
With my washbowl on my knee.

I soon shall be in Francisco,
And then I'll look around,

[1]Reprinted from "American Folk Songs in Pioneer Days," by R. W. Gordon, in the magazine section of the *New York Times,* January 28, 1928.

And when I see the gold lumps there,
I'll pick them off the ground,
I'll scrape the mountains clean,
I'll drain the rivers dry,
A pocket full of rocks bring home,
So, brothers, don't you cry.

Tune, "Beulah Land"[1]

We've reached the land of drought and heat
Where nothing grows for man to eat.
We do not live, we only stay;
We are too poor to get away.

Oh, Nebraska Land,
Sweet Nebraska Land,
As on the burning soil I stand
I look away across the plains
And wonder why it never rains.
Then Gabriel speaks with trumpet sound
And says the rain has passed around.

Tune, "The Little Old Log Cabin in the Lane"[1]

I am looking rather seedy now
While holding down my claim,

[1]Reprinted from "American Folk Songs in Pioneer Days," by R. W. Gordon, in the magazine section of the *New York Times*, January 28, 1928.

And my victuals are not always of the best.
And the mice play shyly round me
As I nestle down to sleep,
In my little old sod shanty
In the West.
Oh, the hinges are of leather,
And the windows have no glass;
And the board roof lets the
Howling blizzard in.
I can hear the hungry coyote
As he sneaks up through the grass,
In my little old sod shanty
On my claim.

Handwork and art. A log cabin about three feet long, two feet wide, and two feet high was built of small logs, notched and placed together. The cracks were filled with plaster of Paris. The chimney was built of rocks and clay. Rugs for the floor were braided or woven. Crude wooden benches, tables, and chairs were made. Red peppers and dried apples were hung from the ceiling.

Posters were made depicting buffalo herds on the plains, wild animals in the forest, the log cabins of trappers, covered wagons mov-

STEPHENS COLLEGE,
COLUMBIA, MO.

BOOKLET OF EARLY KANSAS CITY

Pictures from a booklet made by the third grade, John J. Pershing School.[1]

[1]Margaret McQuinn, Teacher.

ing westward, the stagecoach, and the interior of the pioneer house.

Pictures were made for the booklets illustrating the coöperatively written stories. Art appreciation was stimulated through an excursion to the public art works of the local community commemorating the pioneers—"The Scout," "Daughters of Old Westport," "Pioneer Mother," Santa Fe Trail markers, James Bridger Monument, and Thomas Hart Benton Memorial.

Arithmetic. In the construction work involved in making a log-cabin trading post, accurate measuring with yardstick and foot ruler for parts, as walls, windows, and chimney, was necessary. In the piecing of the quilt, the "nine-patch," the children were quick to recognize a picture of the table of 9's. The children weighed the butter, sold it, and bought cream. There was practice in multiplying, subtracting, and adding.

Spelling. The words most commonly

needed in writing the play, the poems, the letters, the tags for the exhibit, and the stories for the booklets were listed and spelled.

Writing. Writing was needed in the preparation of the booklets, for the invitations, for labeling the articles for the museum, and in the preparation of the play.

Geography and history. Questions, many of which were asked by the children, were written on the blackboard by the teacher. These were often in the form of definite problems. The children were encouraged to find the answers to these in books borrowed from the school or public library.

These suggestive problems were based largely on the material in *The Story of Kansas City:*

1. How did the Indians live at the mouth of the Kaw River?
   (*a*) How did they dress? Why?
   (*b*) What kind of homes did they have? Why?

(*c*) What kind of food did they eat? Why?
(*d*) What work did the men do?
(*e*) What work did the women do?

2. Why were the banks of the Blue River a good place for Daniel Boone, the fur trader, to spend the winter?

(*a*) How was he able to get food?
(*b*) How did he get shelter?
(*c*) How did he earn a living?

3. Why did Chouteau choose Kansas City as a site for his warehouse?

(*a*) Why did he wish to build a warehouse?
(*b*) What site did he choose? Why?
(*c*) What was done with the furs that were put in the warehouse?

4. How did the way the first settlers lived in Independence differ from the way we live to-day?

(*a*) How did they reach that site?
(*b*) How did they get their clothes?
(*c*) How did they eat?
(*d*) What work did the men and boys do?
(*e*) What hardships did they endure?
(*f*) How did their ways of traveling differ from ours to-day?
(*g*) How did their houses differ?

5. Why was the Santa Fe Trail established?

(*a*) Why did the people want to go to Santa Fe?

(*b*) How was the trail established?
(*c*) What methods of transportation were used? Why?
(*d*) What industries developed as a result of the Santa Fe Trail? Why?

6. What was the beginning of Kansas City?
(*a*) Why was the town of Westport prosperous?
(*b*) How was the disadvantage overcome?

7. How was the river used for transportation?
(*a*) What were the needs for transportation?
(*b*) Why was water transportation used rather than land?
(*c*) What boats were used? Why?

8. What factors caused Kansas City to grow?
(*a*) What were the advantages of location?
(*b*) What were the disadvantages?
(*c*) How were these overcome?

9. What effect did the Civil War have upon the development of Kansas City?
(*a*) What effect did the war have upon business?
(*b*) How did the war affect the population?
(*c*) How did it affect city conditions?

10. What effect did railroads have upon the growth of Kansas City?
(*a*) Why did the people of Kansas City need railroads?

(*b*) What needed industries did the railroads bring to Kansas City? Why?

11. Why should citizens of Kansas City be proud of their Union Station?

(*a*) How much money is invested in it?
(*b*) How does it rank with other stations of the world? Why?
(*c*) Of what value to the people is it?
(*d*) Why is it well located?

Review checks were given the children when certain units of study were completed. The children enjoyed these puzzles and often asked to have them.

Review Check

1. The Pawnee Indians often disguised themselves as wolves. Yes No

2. The first inhabitants of early Kansas City were Indians. Yes No

3. Beavers and other fur-bearing animals were trapped along the Blue River. Yes No

4. The first white man known to have come to this section of the country was ———— ————.

5. Chouteau established a ———— on the Missouri River not far from the mouth of the Kansas River.

6. Three animals found in this section of the country were: bear, wolf, raccoon, beaver, opossum, skunk, muskrat, wild cat, mink, badger, otter, civet cat. (Underline the correct ones.)

7. Covered wagons were drawn by ———.

8. The pioneers' homes were made of: stone, logs, bricks. (Underline.)

9. Instead of glass, windows were made of —— —— —— —— ——.

10. The floors were covered with —— —— —— ——.

11. Instead of sugar, —— was used.

12. Much white bread was used by the pioneers. Yes No

13. Independence was settled by five families from —— ——.

14. Four boats used on the Missouri River were called: canoe, bull boat, keelboat, longhorn, pirogue, steamboat. (Underline.)

15. Before it was called Kansas City this town was called ———— ———— ————.

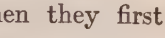
Check on Lesson on River Boats

1. Many kinds of queer-looking boats were used on the Missouri River. Yes No

2. The canoes were made of birch bark. Yes No

3. The finest boat on the river before the steamboat came into use was the keelboat. Yes No

4. The Indians were terrified when they first saw a steamboat. Yes No

5. The bull boat looks like this:  Yes No

6. The longhorn was made by lashing together two canoes and placing a floor across the two. Yes No

7. The pirogue was the fastest boat on the river. Yes No

8. Willow branches, buffalo hides, and tallow were used in making the bull boat. Yes No

9. The steamboat was smaller than a canoe. Yes No

10. Many steamboats were used at this time. Yes No

Check on Lesson on the Effects of the Civil War upon Kansas City

1. The Civil War was fought between
   (*a*) Indians and white men.
   (*b*) citizens of the United States and Mexico.
   (*c*) citizens of northern and southern states.
2. The Civil War occurred
   (*a*) about ten years after the Town of Kansas chose its name.

(*b*) in 1910.
(*c*) while Kansas City was an Indian village.

3. The important question in Kansas City during the war was
(*a*) development of the town.
(*b*) which army the men should go into.
(*c*) grading of the streets.

4. The general who invaded Kansas City and Westport was named
(*a*) General Sherman.
(*b*) General Price.
(*c*) General Bell.

5. The battle of the Civil War fought here in Kansas City was called:
(*a*) Vicksburg.
(*b*) Richmond.
(*c*) Westport.

6. The Battle of Westport was important because
(*a*) many men engaged in the struggle.
(*b*) it checked any further attempt to carry war into Missouri.
(*c*) it was fought west of the Mississippi River.

7. For a while after the war Kansas City did not prosper because
(*a*) the citizens did not want to work.

(*b*) the population was too large.
(*c*) river trade and western trade had almost ceased during the war.

8. The citizens of Kansas City believed that
(*a*) Kansas City would never have any railroads.
(*b*) Kansas City would become a great railway center and river port.
(*c*) Kansas City would always be a small town.

TEST ON TRIP TO A FUR AND HIDE COMPANY

1. The raccoon likes to eat young birds and chickens. Yes No

2. A skunk that has a great deal of white on it is worth more than one that is nearly all black. Yes No

3. Many packs of wolves used to roam around this section of the country. Yes No

4. All members of the weasel family are very hard to trap. Yes No

5. Beavers are very plentiful now. Yes No

6. Badgers are very hard to tan to keep the fur from falling out. Yes No

7. The ermine does not change color. Yes No

8. "Hudson seal," now used for coats, is really muskrat. Yes No

9. The Telephone Company uses many ferrets to catch mice and rats. Yes No

10. Southern fur is never as thick and as valuable as northern fur. Yes No

11. The civet cat has white stripes just like its cousin the skunk. Yes No

12. Most of the traps used to catch animals are made of wood. Yes No

13. Much salt is used in preserving hides. Yes No

14. One goat will grow twelve pounds of wool in a year. Yes No

15. The otter comes mostly from the Gulf states. Yes No

Test on the Santa Fe Trail

1. The traveler told about a city in
   (*a*) Oregon.
   (*b*) Mexico.
   (*c*) Ohio.

2. The Indians who worked in the gold mines were
   (*a*) Pueblos.
   (*b*) Pawnees.
   (*c*) Cheyennes.

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3. The destination of the traders was
   (*a*) St. Louis.
   (*b*) Independence.
   (*c*) Santa Fe.

4. The second company started at
   (*a*) a wise time.
   (*b*) an unwise time.
   (*c*) a favorable time.

5. The man who made a wager to go in six days was
   (*a*) Chouteau.
   (*b*) Felix Aubrey.
   (*c*) Daniel Boone.

6. The Santa Fe Trail was surveyed by
   (*a*) the pioneers.
   (*b*) the government.
   (*c*) St. Louis.

7. A council was held in
   (*a*) Missouri.
   (*b*) Kansas.
   (*c*) Mexico.

8. The prairie schooners were drawn by
   (*a*) steam.
   (*b*) mules.
   (*c*) oxen.

9. A stagecoach usually made the trip in
   (*a*) a month.

(*b*) a week.
(*c*) two weeks.

10. The first stagecoach line started from Independence to Santa Fe in
(*a*) 1849.
(*b*) 1832.
(*c*) 1827.

Suggestions for Teaching the Topic, "How the Pioneer's House Was Lighted"

Teacher's Aim: To lead the children to a greater appreciation of the conveniences of modern life. A study of the way candles were made was to be a means of accomplishing this aim.

Children's Motive: To learn how candles were made.

Subject matter outline

1. Material
(*a*) For the wicks:
Hemp, tow, cotton or milkweed "silk down," rushes
(*b*) For the candles:
Deer suet, moose fat, bear's grease, grease from pot liquor, fat from meat,

beeswax, waxy berries of bayberry bush, spermaceti (a material found in the head of the toothed whale)

(*c*) For the dipping:

(1) A good fire in fireplace

(2) Two large kettles, perhaps two feet in diameter, hung on trammels from the crane, half filled with boiling water and melted tallow

(3) Two long poles laid from chair to chair

(4) Smaller sticks about fifteen or eighteen inches long, candle rods

(5) Boards or sheets of paper to put under the rods

(*d*) For the molding:

Pewter or tin molds

2. Method

(*a*) Wicks were made of loosely spun hemp or tow or cotton. The "silk down" of the milkweed was also spun into candle wicks.

(*b*) "Rush lights" were made by stripping part of the outer bark from common rushes, thus leaving the pith bare, then dipping them in tallow or grease.

(*c*) A hot fire was started in the kitchen fireplace under two large kettles, hung on trammels from the crane. These were filled with boiling water and melted tallow which had

had two scaldings and skimmings. Across the room two long poles were laid from chair to chair.

(*d*) Across the poles smaller sticks fifteen or eighteen inches long (candle rods) were placed.

(*e*) To each candle rod was fastened six or eight carefully straightened candle wicks. Wicking was twisted strongly one way, then doubled. Then the loop was slipped over the candle rod. The two ends twisted around each other made a firm wick.

(*f*) A rod with its row of wicks was dipped in the melted tallow in the pot and returned to its place across the poles.

(*g*) Each row was dipped and redipped until a candle the size desired was made.

(*h*) The tallow was constantly replenished, the kettles being used alternately.

(*i*) The floor was kept clean by boards or paper placed under the rods.

(*j*) Candles were sometimes run in molds—groups of cylinders made of tin or pewter.

(*k*) Each wick was attached to a wire or a nail placed across the open top of the cylinder and hung down in the center of each individual mold. The melted grease was poured in carefully around the wicks.

(*l*) Wax candles were made by shaping with the fingers bits of heated wax around a wick.

3. Illustrative material
   (*a*) Candle molds
   (*b*) Picture of candle dipping[1] and picture of candle box[2]
   (*c*) Picture of bayberry bush
   (*d*) Beeswax
   (*e*) Tallow
   (*f*) Candle holders
   (*g*) Picture of colonial fireplace
   (*h*) String to show how wicks were put on candle rods
   (*i*) Rushes

Method. "Yesterday we enjoyed talking about the very first way that Joe's house was lighted. (By burning pine knots) What kind of light did the pine knots make? (A very good light) Why, then, did Joe's mother want to find a better way to light the house? Because the pine knots made smoke in the room. Then, too, they dripped a substance called tar. This the pioneers

[1]Earle, Alice Morse, *Home Life in Colonial Days*, p. 36; The Macmillan Company.

[2]*Ibid*, p. 38.

could easily sell; so they did not want to waste it by burning the pine knots.

Do you know what way Joe's mother found to light the house? (With candles) Yes, it was with candles. When you want candles for your birthday or for Christmas where do you get them? (At the store) Yes, you can buy them. Where do you think the pioneers got theirs? (They made them.) Would you like to hear how Joe's mother made candles? About once a year Joe's mother said, "Now, to-day, I am going to dip candles." She had already spun very loosely hemp, cotton, or the "silk down" of milkweed. This looked like a loosely woven string. You see, this string was to be the candle wick (showing present-day candle). Or sometimes his mother sent Joe down toward the brook to get rushes (showing rushes or pictures). From these she stripped part of the outer bark and used the inside or the pithy part for wicks.

For a whole year Joe's mother had been

saving deer suet (the fat part of the meat), moose fat, bear's grease, grease from pot liquor, and beeswax. She sometimes used the berries from bayberry bushes or the fat found in the heads of toothed whales. At any rate she had a great deal of nice clean fat. Joe helped make a good fire in the kitchen fireplace under two large kettles hung on iron hooks which were swinging from the crane (showing picture of fireplace with crane). These kettles were then half filled with boiling water and melted grease or tallow.

At the end of the room across from the fireplace two long poles were placed across chairs or stools. Then Joe's mother said, "You may go find the candle rods." Soon Joe brought six sticks about fifteen inches long. These were placed across the long poles like the rounds of a ladder.

To each candle rod was fastened six or eight carefully straightened candle wicks. The wicks were twisted like this (showing

with string) and then doubled. Then the loop was slipped over the candle rod. The two ends were twisted around each other.

Then one of the kettles was removed from the fire. Joe's mother took a candle rod with its row of wicks, dipped the wicks in the melted tallow, and returned it to its place across the poles. Then each row was dipped. And then the first row, which had had time to harden, was dipped again. So the dipping continued until the candles were the right size. Care had to be used that the tallow was just a little above the melting point, for if it were hotter, it would melt part of the candle. As the candles were dipped more tallow had to be added to the kettles. Why do you think Joe's mother used two kettles? (So she would not have to wait to heat one when it became cool)

There was another way that was sometimes used to make candles. It required tin or pewter molds like this (showing mold or picture). The wick was fastened

to a wire right here and hung down in the center. Then the melted grease was poured in carefully around the wick. Sometimes the pioneers had candles of beeswax. Here is a piece. You may hold it in your hand. What happens? You see, when beeswax is heated, it gets soft and pliable and can be shaped with the fingers around the wick.

If Joe's mother worked very hard dipping, she could make only about two hundred candles in a day. So you see they were very precious. She put them away in a candle box in a dark closet to keep them white. Two or three were kept in a small candle box on the kitchen mantel shelf.

Who will name the different materials needed for making candles? How could we use this story in the early Kansas City play we are writing? (We could make some candles to have in the rooms in the different scenes. We might have one of the characters dipping candles in one scene.) Before we could do that, what would we need to do?

(Make some ourselves) Yes, we can make candles just as Joe's mother did.

Other ways in which subject matter may be correlated with this lesson are these: write story in booklets (composition, language, and spelling); write candle-making scene into their play (writing, composition); construction (making candles); reading (stories of candle making).

The lesson is followed by actual candle making.

Suitable books are the following:

Earle, Alice Morse, *Home Life in Colonial Days.* The Macmillan Company. (For the teacher)

Little, Charles E., "Early Lamps," in *Life and Literature Readers.* Third Reader. Pioneer Publishing Company.

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B. Children of Other Lands

The children of the third grade in studying pioneer life had their interests broadened and the appreciation of their environment enriched. By contrast and comparison, they have come to a fuller understanding of the environment in which they live. They have also become more curious about people in other countries. Questions have arisen, such as, "Where did the pioneers come from?" Maps and pictures have been used to some

extent. The children have also acquired considerable skill in choosing books and in the reading process.

In order, then, to extend further the children's interests, to enrich their lives and to widen their horizons, the study of children of other lands may well be introduced. Since children are always interested in other children, it seems wise to center the study of a country around the life of a child. This plan also has the advantage of making the work concrete and specific. Care should be taken to avoid introducing the study of so large a number of countries that the children receive only a superficial knowledge of any one. It seems wiser to choose two or three countries typical of different geographical conditions and study these rather carefully.

It has truly been said, one cannot teach what he does not know. The teacher must make adequate study of the country being presented. In fact, her knowledge of facts and of available material should be so ade-

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EXHIBIT OF JAPANESE ARTICLES

Arranged by the third grade, John J. Pershing School.[1]

[1]Margaret McQuinn, Teacher.

quate that she will be able to supplement information to the children's reading when needed. The following subject matter outline for the teacher may be suggestive. It must be kept in mind, however, that the order of the topics studied by the children depends entirely upon the children's interests and the specific situation at hand.

1. Holland

The objectives of a study of Holland are: to give the children an understanding of how the topography of Holland influences the mode of living; to give the children a better appreciation and understanding of other people through comparison; and to enrich and broaden the children's interests.

Subject Matter

The subject matter may be presented through the activities of Kit and Kat, characters in *The Dutch Twins*.[1]

[1]Perkins, Lucy Fitch, *The Dutch Twins*. Houghton Mifflin Company.

1. Begin with the location of Kit and Kat's country and description of the most outstanding characteristics.
   - (*a*) Kind of soil
   - (*b*) How the sea is kept out
   - (*c*) Description of windmills
2. Home life
   - (*a*) Description of the houses
     - (1) How they are built
     - (2) How they are furnished
     - (3) How they are kept clean
   - (*b*) The work of the father
     - (1) Farming
     - (2) Raising bulbs and vegetables
     - (3) Guarding dikes
     - (4) Managing boats
     - (5) Fishing
   - (*c*) The work of the mother
     - (1) Making butter and cheese
     - (2) Doing the housework
   - (*d*) What Kit and Kat do to help
     - (1) Deliver milk
     - (2) Kat helps sew and knit
     - (3) Kit helps care for the boats
     - (4) Help with the marketing
3. Kit and Kat's recreation
   - (*a*) Skating and playing games on the ice in winter

(*b*) Sailing boats and playing tag and other games much like ours in summer

4. How Kit and Kat dress

   Much as we do because they live in the city (Their rural relatives wear wooden shoes, white caps, thick stockings).

5. How Kit and Kat travel
   (*a*) By canal boats propelled by sails and by ropes pulled by boys and women
   (*b*) By skating on the canals in winter
   (*c*) By ice boats
   (*d*) By fastening sails to their shoulders
   (*e*) By chairs on runners
   (*f*) By milk carts drawn by dogs
   (*g*) By ocean barges to other lands

6. Life in Holland compared with life in our country
   (*a*) Holland has canals while we use roads.
   (*b*) Holland uses boats as the chief means of transportation while we use automobiles, trucks, trains, and airplanes.
   (*c*) Holland uses wind power to some extent while we use steam or electricity.
   (*d*) Many of the Dutch homes are furnished much like ours.
   (*e*) Many of the city boys and girls dress as we do.

Suggested Activities

1. Make a booklet containing coöperative compositions and illustrations of the various phases of Dutch life.

2. Dress dolls as Hollanders.

3. Dress children as Dutch children.

4. Show home life and other phases of Dutch life by picture show or puppet show.

5. Make a Dutch market.

6. Construct on the floor or on the sand table a Dutch farm.

7. Arrange an exhibit of Dutch articles.

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Questions and Exercises

1. Discuss the objectives which one may reasonably expect to realize in a study of pioneer life.

2. Suggest interests of children from which the study of pioneers may be a logical outgrowth.

3. What reading interests may be stimulated by the reading of pioneer stories?

4. Suggest ways by which the child may be made familiar with the illustrative material of his community.

5. What provisions were made in the pioneer unit of study for individual differences?

6. The teacher in charge of the group who wrote the pioneer play said: "The work changed completely the attitude of one boy toward school. He had shown no interest and very little ability. Writing the play awoke him. He became interested and

alert." Account for such a change through opportunity for creative expression. What may the teacher do to encourage creative expression?

7. Explain and illustrate from the pioneer study primary, associate, and concomitant learnings.

8. Discuss: Is it possible or even desirable that one unit of activity should supply all the subject matter needed?

9. What factors are considered in choosing countries to be studied by the third grade?

10. After a country has been chosen what determines the order in which the different topics are to be studied?

11. How may a study of children of other lands become a basis for inculcating the tolerance and understanding especially needed by our present civilization?

12. Discuss the use of visual aids in a study of children of other lands.

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CHAPTER VII

A SUGGESTIVE LIST OF OTHER UNITS OF ACTIVITY FOR THE KINDERGARTEN-PRIMARY GRADES

In the course of a school year there are a number of special days the celebration of which is of interest and value to the child. In the list are certain special days, such as Hallowe'en, Valentine's Day, May Day, etc., which are observed in the schools but which are not recognized as legal holidays. Thanksgiving, Christmas, Memorial Day, and Fourth of July, because of historic events they commemorate, are observed and usually recognized as legal holidays. Then, we have such days as Lincoln's, Washington's, and Edison's birthdays, celebrated because of the heroic work done by the men for whom the days are named.

The question may arise, Of what value is the celebration of these special days? Dynes has summarized these values as follows:

"1. They make the children familiar with some of the best traditions of the past.

"2. They help the children to secure concrete imagery and enable them to take the first steps toward a reverent appreciation of the past.

"3. The contrasts and comparisons made between various ways of celebrating holidays serve to deepen the children's appreciation of historical changes that mark progress.

"4. They help to develop the children's appreciation of the location of historic events in time and place.

"5. They increase the children's admiration of heroes and awaken still further curiosity concerning local, state, and national achievements.

"6. They stimulate wholesome feeling and give the children an opportunity to express

emotion beautifully in march and dance and song.

"7. They develop *adequate motives* for patient, careful work and stimulate the children's initiative, resourcefulness, and perseverance.

"8. They help to give standards by which the children may estimate the artistic merits of other celebrations."[1]

The method of celebrating the various special days as well as the aims or purposes to be realized varies with the maturity of the children. In the kindergarten and first grade the children's activities centered around the home, the farm, and school gardening. Thanksgiving may be made the center of interest from the viewpoint of its celebration in the home. If school gardening is carried on, the harvesting of the vegetables makes an especially fine motive for a Thanksgiving celebration. It is in these grades also that personal habits are begun.

1. Dynes, Sarah A., *Socializing The Child.* Silver, Burdett and Company. Quoted by permission.

The habits of being happy, cheerful, and thankful should be concomitant responses from such a celebration.

In the second grade the children may be made familiar with the traditions of the past through interesting them in civic interests of the present. Contrasts may be used to show how Thanksgiving or Christmas was celebrated at other times. In the second grade the celebration of these festivals may be broadened in meaning from merely a home celebration to assisting those less fortunate than we.

In the third grade attention may be given to the history of Thanksgiving and Christmas as well as to the method of observance in other lands.

The following stories are appropriate for use at the time of the various celebrations:

Hallowe'en

Kindergarten and First and Second Grades:

Baker, Franklin T., Thorndike, Ashley H., and Bachelder, Mildred, "The Elves and the Shoe-

maker," in *Everyday Classics*, Second Reader. The Macmillan Company.

Freeman, Frank N., Storm, Grace E., Johnson, Eleanor M., and French, W. C., "The Brownie of the Glen," in *Child-Story Readers*, Second Reader. Lyons and Carnahan.

Grimn, J. L. K., "The Second Elf Story," in *Grimm's Best Stories*, Vol. 55. Newson and Company.

Hardy, Marjorie, "A Jack-o'-Lantern," in *Surprise Stories, Child's Own Way Series*, Book I. Wheeler Publishing Company.

Keyes, Angela M., "The Dwarf Root's Story of Pumpkin Seed," in *Stories and Story Telling*. D. Appleton and Company.

Lang, Andrew, "Goblin Pony," in *The Gray Fairy Book*. Longmans, Green and Company.

Miller, Olive Kennon, "Owl's Answer to Tommy," in *The Book House for Children*. Book House for Children, Publishers.

Poulsson, Emilie, "The Egg That Hatched Brownies," in *Child Stories and Rhymes*. Lothrop, Lee and Shepard Company.

Pumphrey, Margaret L., "Indians and the Jack-o'-Lantern," in *Stories of the Pilgrims*, by Lucy Fitch Perkins. Rand McNally and Company.

Skinner, Ada and Eleanor, "Bobbie's Dream," in *A Very Little Child's Book of Stories*. Duffield and Company.

Thompson, Elizabeth, "A Hallowe'en Story," in *The Book House for Children.* Book House for Children, Publishers.

Walter, L. Edna, "There Was an Old Woman Tossed Up in a Basket" and "There Was an Old Woman Who Rode on a Broom," in *Mother Goose's Nursery Rhymes.* The Macmillan Company.

Third Grade:

Craik, Dinah Mulock, "Brownie and the Cook," in *Choice Literature,* by Sherman Williams. American Book Company.

Donahey, William, and Baker, Effie, "The Hallowe'en Party," in *The Teenie Weenie Series.* Beckley-Cardy Company.

Freeman, Frank N., Storm, Grace E., Johnson, Eleanor M., and French, W. C., "The Woodman and the Brownies," in *Child-Story Readers,* Third Reader. Lyons and Carnahan.

Thanksgiving

Kindergarten:

Bigham, Madge A., "Little Wee Pumpkin's Thanksgiving," in *Happy Holidays,* collected by Frances G. Wickes. Rand McNally and Company.

Poulsson, Emilie, "How Patty Gave Thanks," in *The Child's World.* Milton Bradley Company.

First Grade:

Bryce, Catherine T., and Hardy, Rose Lees, "Thanksgiving in the Barn" and "Thanking Friends," in *Good Times, Newson Readers,* Book I. Newson and Company.

Hardy, Marjorie, "A Thanksgiving Joke," in *Surprise Stories, Child's Own Way Series,* Book I. Wheeler Publishing Company.

Skinner, Ada and Eleanor, "The Queer Little Baker Man," in *The Topaz Story Book.* Duffield and Company.

Wiggin, Kate Douglas, and Smith, N. A., "The First Thanksgiving," in *The Story Hour.* Houghton Mifflin Company.

Second Grade:

Olcott, Frances J., "The Spirit of the Corn," in *Good Stories for Great Holidays.* Houghton Mifflin Company.

Schauffler, Robert Haven, "Polly's Thanksgiving," in *Thanksgivings.* Moffat, Yard and Company.

Third Grade:

Schauffler, Robert Haven, "Jericho Bob," in *Thanksgivings.* Moffat, Yard and Company.

Skinner, Ada and Eleanor, "The Thanksgiving Day Gift," in *The Topaz Story Book.* Duffield and Company.

Wilson, Lucy L. W., "Thankgiving," in *History Reader for Elementary Schools*, revised edition. The Macmillan Company.

Christmas

First Grade:

Allen, Raymond McDonald, *Why the Chimes Rang*. Bobbs-Merrill Company.

Andersen, Hans Christian, "The Little Fir Tree" (an adaptation), in *Stories to Tell to Children*, by Sara C. Bryant. Houghton Mifflin Company.

Bailey, Carolyn, "In Christmas Town," "Christmas Tree Friends," "Santa Claus at Patch Hill," and "The Horse Who Hung Up His Shoe," in *Friendly Tales*. Milton Bradley Company.

Bailey, Carolyn, "The Little Green Elf's Christmas," in *Stories and Rhymes for a Child*. Milton Bradley Company.

Bailey, Carolyn, "A Christmas Tree for Cats," in *Stories Children Need*. Milton Bradley Company.

Bailey, Carolyn, "The Christmas Tree in the Barn," "The Child Who Saw Santa Claus," and "The Christmas Garden," in *Tell Me Another Story*. Milton Bradley Company.

Bryant, Sara C., "The Golden Cobwebs," in *How to Tell Stories to Children*. Houghton Mifflin Company.

Bryant, Sara C., "The Noah's Ark," in *Stories to Tell to the Littlest Ones.* Houghton Mifflin Company.

LaRue, Mabel G., "The Little Tin Train" and "Bobby's Christmas," in *The F-U-N Book.* The Macmillan Company.

LaRue, Mabel G., "The Candy Boy," "The Runaway Sled," "Raggy Ann," and "Lady Jane," in *Under the Story Tree.* The Macmillan Company.

Lindsay, Maud, "The Promise," in *Little Folks' Christmas Stories and Plays,* compiled by Ada Skinner. Duffield and Company.

Lindsay, Maud, "The Christmas Cake," in *Everyday Classics,* Additional Second Reader. The Macmillan Company.

Lindsay, Maud, "The Story of Gretchen," in *Mother Stories.* Milton Bradley Company.

Moore, Clement, *A Visit from St. Nicholas.* The Macmillan Company.

Second Grade:

Bailey, Carolyn, "Babouska," in *For the Children's Hour.* Milton Bradley Company.

Bryant, Sara C., "A Legend of Christmas Eve," in *How to Tell Stories to Children.* Houghton Mifflin Company.

Coe, Fannie, "A Night with Santa Claus," in *The Second Book of Stories for the Story Teller.* Houghton Mifflin Company.

Poulsson, Emilie, "Mrs. Santa Claus" (F. Newton), "Little Cosette" (*Les Miserables*), "The Legend of a Christmas Tree" (L. Wheelock), and "The Christmas Bells" (an old legend), in *A Child's World.* Milton Bradley Company.

Wiggin, Kate Douglas, and Smith, N. A., "Piccola," in *The Story Hour.* Houghton Mifflin Company.

Third Grade:

Alcott, Louisa, "The Little Red Purse," and "Kate's Choice," in *The Louisa Alcott Story Book.* Little, Brown and Company.

Bible, the Christmas story, Luke, Chapter II.

Coe, Fannie, "The Christmas Angel," in *The Third Book of Stories for the Story Teller.* Houghton Mifflin Company.

Dickens, Charles, *A Christmas Carol.* Milton Bradley Company.

Humphrey, Grace E., "The Birthday of the King," in *Stories of the World's Holidays.* Milton Bradley Company.

Wiggin, Kate Douglas, *The Birds' Christmas Carol.* Houghton Mifflin Company.

St. Valentine's Day

Elder, Lilla Thomas, "Big Brother's Valentine," in *For the Children's Hour.* Milton Bradley Company.

Hardy, Marjorie, "The Best Valentine," in *Surprise Stories, Child's Own Way Series,* Book I. Wheeler Publishing Company.

Tower, James E., "Stuart's Valentine," in *For the Children's Hour.* Milton Bradley Company.

Patriotic Holidays

Bailey, Carolyn, *Boys and Girls of Colonial Days.* A. Flanagan Company.

Freeman, Frank N., Storm, Grace E., Johnson, Eleanor M., and French, W. C., "Abraham Lincoln," "Theodore Roosevelt, the Boy," "George Washington's Boyhood," and "Some American Flags," in the *Child-Story Readers,* Third Reader. Lyons and Carnahan.

Wayland, John W., "Hatchets and Cherries (Feb. 22)," "A Big Bell," "Planting Thirteen Trees," "A Boy's Boat Ride," and "Betsy Ross's Needle," in *History Stories for the Primary Grades.* The Macmillan Company.

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Stevenson, Burton Egbert, *Days and Deeds* (poems), p. 47. Houghton Mifflin Company.

Columbus Day:

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Olcott, Frances J., *Good Stories for Great Holidays.* Houghton Mifflin Company.

Hallowe'en:

Denton, Clara Janetta, *Holiday Facts and Fancies,* p. 100. Penn Publishing Company.

Olcott, Frances J., *Good Stories for Great Holidays.* Houghton Mifflin Company.

Patten, C. M., *The Year's Festivals.* Wilson Publishing Company.

Stevenson, Burton Egbert, *Days and Deeds* (poems), p. 187. Houghton Mifflin Company.

Thanksgiving:

Denton, Clara Janetta, *Holiday Facts and Fancies,* pp. 104-111. Penn Publishing Company.

Earle, Alice Morse, *Customs and Fashions of Old New England.* Charles Scribner's Sons.

Gilman, Mary Louise, and Williams, Elizabeth, *Seat Work and Industrial Occupations.* The Macmillan Company.

Olcott, Frances J., *Good Stories for Great Holidays.* Houghton Mifflin Company.

Patten, C. M., *The Year's Festivals,* p. 211. Wilson Publishing Company.

Stevenson, Burton Egbert, *Days and Deeds* (poems), p. 59. Houghton Mifflin Company.

Christmas:

Denton, Clara Janetta, *Holiday Facts and Fancies*, p. 123. Penn Publishing Company.

Field, Eugene, *Christmas Stories.* Charles Scribner's Sons.

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Patten, C. M., *The Year's Festivals*, p. 235. Wilson Publishing Company.

Stevenson, Burton Egbert, *Days and Deeds*, p. 71. Houghton Mifflin Company.

Tucker, Louise Emery, and Ryan, Estelle L., *Historical Plays and Colonial Days*, p. 115. Longmans, Green and Company.

Wiggin, Kate Douglas, *The Birds' Christmas Carol.* Houghton Mifflin Company.

Wiggin, Kate Douglas, and Smith, N. A., *The Story Hour*, p. 101. Doubleday, Doran and Company.

New Year's Day:

Denton, Clara Janetta, *Holiday Facts and Fancies*, p. 5. Penn Publishing Company.

Gilman, Mary Louise, and Williams, Elizabeth, *Seat Work and Industrial Occupations*, p. 85. The Macmillan Company.

Olcott, Frances J., *Good Stories for Great Holidays.* Houghton Mifflin Company.

Patten, C. M., *The Year's Festivals*, p. 1. Wilson Publishing Company.

Stevenson, Burton Egbert, *Days and Deeds.* Houghton Mifflin Company.

Lincoln's Birthday:

Baldwin, James, *Four Great Americans.* American Book Company.

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Brooks, Elbridge Streeter, *The True Story of Abraham Lincoln.* Lothrop Publishing Company.

Denton, Clara Janetta, *Holiday Facts and Fancies*, p. 13. Penn Publishing Company.

Eggleston, Edward, *First Book in American History.* D. Appleton and Company.

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Putnam, George Haven, *Children's Life of Abraham Lincoln.* G. P. Putnam's Sons.

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St. Valentine's Day:

Denton, Clara Janetta, *Holiday Facts and Fancies*, p. 21. Penn Publishing Company.

Gilman, Mary Louise, and Williams, Elizabeth, *Seat Work and Industrial Occupations*, p. 89. The Macmillan Company.

Patten, C. M., *The Year's Festivals*, p. 65. Wilson Publishing Company.

Stevenson, Burton Egbert, *Days and Deeds*, p. 19. Houghton Mifflin Company.

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Pratt, Louise, *American History Stories.* Educational Publishing Company.

Scudder, Horace Elisha, *Life of Washington.* Houghton Mifflin Company.

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Questions and Exercises

1. Discuss the value of the celebration of the holidays in the primary grades.

2. How is the method of observing a holiday determined by the age level of the group? Illustrate.

3. When a large unit of work is in progress, how much attention should be given to the observance of special days? Is it necessary for all the work of the group to have a direct connection with the large unit of activity?

4. Choose a number of special days and discuss their comparative values as units of work.

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